
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

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The Communication of Experience

By Ernest W. Crockett

Secretary, National Gregg Association, London

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ALTHOUGH it is true that the ability to write at 100-120 words a minute or more is (or would be) of material advantage to any teacher of Shorthand, it is not our object in the present notes to stress the advantage. We recognize the fact the students have much greater possibilities of acquiring high speed in Shorthand than have teachers. They are, generally speaking, younger, more supple mentally and physically, and have much more time which they can devote to speed practice.

As we leave the 'teens and the early twenties behind us, our resilience of brain and muscle, our capabilities of rapid reaction and response, gradually diminish; and in the face of this handicap, combined with lack of time for practice, there are considerable numbers of

teachers who are unlikely ever to reach a speed in Shorthand greater than 60-80 words a minute. Unfortunate as the fact is, it is just as well to recognize it frankly, and to see what can be done *in spite* of it.

Common Experiences

The teaching of a skill such as Shorthand is, basically, the communication of experience. The teacher who can write at high speed is in the happy position of being able to *demonstrate*, to show how the thing is done *expertly*, and to guide and correct the student until the teacher's own experience of what he actually feels in writing skillfully is communicated to, and duplicated by, the student. In the absence of this personal experience of skill, its com-

munication to the student is more difficult; but a great deal can be done by making use of one's personal experience of *other kinds of skill*.

It is safe to say that every one of us has at some time practiced and acquired, not merely a physical skill of one kind or another, but a physical skill which involves correct and *speedy* action. For instance, as little boys and girls we learned to ride a bicycle, or we learned to spin peg tops, or to skip. If we cast our minds back, and *think ourselves into* those experiences again, we realize that the difficulties we had to overcome were the difficulties of mastering correct movements executed at the correct speed. Even if our movements were accurate, they had to be not too fast and not too slow, or we fell off the bicycle, or failed to spin the top, or tripped in the rope.

Minimum Speed

The spinning of the top required a certain "flick of the wrist," or of the arm as a whole. We had to practice making that "flick" until, by a process of trial and error, we got it just right. Any attempt to develop correctness of movement by slowing down the speed of movement in making the "flick" would have vitiated the whole process, and on these lines success would have been impossible of attainment. Similarly, in learning to skip, it would have been useless to swing the rope so slowly that it could not complete its cycle of rotation. A certain minimum speed had to be maintained and we had to master the correct movements, and the timing of the jumps, at a speed not less than that minimum.

These and similar experiences can be utilized in the *understanding* of skilled Shorthand writing, and in the teaching of Shorthand skill, even by those who have not the personal, first-hand experience to communicate to their students.

Actual Shorthand Writing

By drawing upon the experience of other kinds of physical skills, the Shorthand teacher is enabled to realize that the drawing of shapes, however accurately and skilfully it may be done *as drawing*, is not Shorthand writing; and that the movements of the pen must be executed at a speed not less than the appropriate minimum in order to produce actual Shorthand writing. The development of accuracy through the progressive refinement of muscular control must not be permitted to reduce the speed of motion below that minimum, any more than it was permitted to do so in the mastering of the arts of skipping or peg-top spinning.

It is helpful to visualize Shorthand learning as the acquiring of the "knack" of "flicking" the characters off the pen-point. The Shorthand *r*, or *b*, for instance, must be written with a "flick of the pen-point." Until the character is so executed it is not *written* at all; it is drawn. The student must "get the feeling" of the correct, expert movements, and to enable him to get it we can make use of parallel or analogous experiences.

Let us consider in some little detail a practical example, taken quite at random, in which the application of this principle can be more clearly realized.

Imagine that we are addressing a student, to whom we are about to teach the Shorthand *r* and *l*. We begin by telling the student to "make a tick." (The student makes a sharp-pointed tick.) "Now make it quickly—two or three times—as quickly as you can" (forcing the speed until the angle of the tick becomes rounded). "Now you have written something rather like the Shorthand *r*. Try to make a row of those ticks, very quickly, but rounding the whole stroke a little more." (The tick becomes still more like the *r* stroke.) "Now write a row of three or four along the line, joining them all together—quickly." (The student is now writing a row of joined *r*'s, but the lengths are erratic.) "Now try it a few times, writing quickly, until you can make all the strokes just about this length (indicating)." (After this practice the *r*'s are of approximately the correct size.) "That's good; now you are writing *real* Shorthand *r*'s. Do it again a few times, and notice the feel of the movement in making each stroke." (This is done.) "Now repeat the movement, writing separate *r*'s." . . .

Then the next step. . . "Make a tick twice as big as the one you made first." . . . "Do it very quickly, rounding the angle." . . . "Write two or three of them, joined, along the line." . . . "Make them this length (indicating)." . . . "Now you are writing the Shorthand *l*." . . . "Keep on. Get the feel of the movement." "Write *r* and *l* alternately. Compare the feel of the movement. The *l* needs a stronger impulse of the muscles, doesn't it?" . . . "Now write from dictation: *r, l, r, l*." . . . "Join the strokes and write as I dictate: *rr, rl, rr, rl; rl, ll, rl, ll; rl, lr, rl, lr*." . . . And so on, with any necessary correction and guidance as to direction of movement, "get-away stroke," elimination of waste motion between outlines, etc.

Alternative Starting-Points

This is a simple illustration of the way in which skill in writing *r* and *l* can be rapidly developed from the starting-point of a swiftly-

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Objectives in the Teaching of Commercial Subjects

By Mayme V. Johnston

Supervising Critic, Commercial Subjects, Ohio University, Athens, Ohio

THE question exists among some of our leading educators as to whether or not we shall set up certain goals or objectives for our students in high school. Some say that we must be able to establish in the minds of the pupils definite aims, and hold before them continuously specific ideals towards which they should work. Others contend that the setting up of definite objectives is harmful, because of the fact that this is a changing world, and that the goals which we may set up today will be far from desirable tomorrow.

The following study has been made in order to obtain first-hand information concerning the advisability of keeping before the pupils in our commercial classes definite objectives. Individual conferences were held with a number of serious-minded women graduates of a high school in a college town of approximately eight thousand inhabitants. Since some comparisons of graduates from large and small schools were desired, conferences were also held with some who had completed their high school work in a much larger system.

Those interviewed have been employed from one to four years and some of them are located in such cities as Cleveland, Columbus, Cincinnati, Ohio, and Washington, D. C. Added to this group were a number of college girls who had had from one-half to four years in college. Some of them are now holding outstanding positions. The third type of conference was held with employers who have had much experience in dealing with high school graduates. All were exceedingly generous with their time; they were interested in the problem, and sincere in their opinions and judgments.

The Information Sought

The basic questions put before the first two groups were:

1. What type of work are you doing?
2. What courses did you have in high school that have helped you most?
3. What was omitted that you feel would be helpful to you in your work today?
4. (To those who had attended college) In what ways were you better equipped to do your work than you were at the time you finished high school?

5. What, in general, is the attitude of your employer towards you?

6. What advice would you give to students who are now in high school, and who expect to begin earning their living as soon as they have completed their work?

The variety of types of work was limited, but, at the same time, one may draw some fairly definite conclusions from the group as a whole. Summarized in terms of objectives in the teaching of commercial subjects, these conclusions may be stated as follows:

Conclusions Reached

(1) We should not feel that we must adjust our teaching to the requirements of the employers of one particular community. This idea may be desirable in a large city, where a variety of choices exist, but what about the small town, where there is about one chance out of eight or nine of placing a graduate in a position that will allow her an adequate salary for self-support? To be sure, we must familiarize ourselves with our local situation and produce workers who can fill those positions afforded, but, at the same time, we must prepare them to go elsewhere and enter into fields that may be open to them. We find that the city of Middletown, Ohio, prepares its high school graduates for work in the various industries there, particularly the American Rolling Mills Company. This is undoubtedly an excellent plan, in this particular locality, because, when one stops to think of it, a student who is equipped to accept a position with such concerns as this company will be capable of going into a larger city and establishing herself successfully.

Shall we say that because ours is a small town, where there are only one or two industries and the students depend on obtaining positions with them, or in one of the limited number of banks, a lawyer's office, or the ten-cent store, we need to concentrate on certain things such as figuring costs, classifying items, typing letters, filling in blanks, making change, and so forth? Yes, all of that knowledge is highly desirable, but we must not fail to add to that list many other requisites that will be of inestimable value to the students if they are forced to seek employment elsewhere.

(2) Since it was found that seventy-five per cent of the students interviewed made use, to some degree, of their typewriting, shorthand, and bookkeeping, we may conclude that these subjects proved themselves to be essential in the smaller high schools. Many said that they used their shorthand very little, but that it was necessary in order to hold their positions. These three subjects, along with the original work in business correspondence and English, especially grammar, were some of the most talked of courses.

(3) We must strive to teach that accuracy and neatness are indispensable. For example, business concerns have no use for *approximate* results in figures, a carelessly written letter, or poor methods in filing correspondence and other materials.

(4) Another point of interest concerning the good derived from high school work was the outstanding value of the class discussions. Many of these students had been permitted to talk and express their opinions. They had felt that the experiences which they had been allowed to relate were important, and that many times the contributions made by others proved of much value to them.

(5) Of equal importance was the course in secretarial practice, where they had learned to file letters, fill in blank forms, make carbon copies, and cut stencils. A large number of the girls were required to do these various types of work, and they felt that this training was most helpful. The systems of filing differed, the forms were not exact duplicates of those used in school, but the fundamental principles were the same, and they had little difficulty in adjusting themselves to the differences.

(6) Courses in history, sociology, geography, and economics had proved beneficial in that they formed a background which enabled the worker to make better and quicker decisions; they could talk more intelligently with people who had had that training, and the personal satisfaction of a knowledge of these subjects was a compensation.

(7) It was interesting to note that those who had taken an academic course in high school were able to hold responsible positions, but that they all expressed a desire for the knowledge of typing and bookkeeping. They felt that these courses would aid them in the organization of materials, arranging them neatly, compactly, and systematically.

(8) It was found that a speed of eighty to one hundred words a minute in shorthand and forty to fifty words on the typewriter was entirely satisfactory to both employer and employee. We must remember, however, that in order to be on the safe side, we should add a few words to that number in our class-

room. Allowance for unfamiliarity with the terms used and for a certain amount of nervousness should be made.

(9) Each individual seemed to think that we are entirely justified in using some of the class time for discussions concerning the qualifications of an employee.

(10) Perhaps some of the most enlightening points that were brought out of the interviews were the ideas expressed concerning what was omitted in high school that would be of much assistance on the job. In brief, many reported they lack a sufficient knowledge of English grammar and foreign words; their vocabulary is inadequate; inaccuracy in transcripts, keeping accounts, and figuring costs had necessitated hours of overtime work on their part; they found it difficult to follow instructions; their power of concentration is poor; they feel self-conscious instead of self-confident, and they fail to assume the responsibilities that are entrusted to their care.

They were frank to admit, however, that the fault was not entirely in the teaching. They said that they did not take advantage of their opportunities, and that they could have made much more of themselves had they put forth the effort necessary in order to obtain maximum results. These statements were made by workers from both large and small schools.

(11) Those employees who have had some college training agreed that they were better equipped for earning their living than they were when they completed high school, because of the added background and because they were forced to do more work without the constant supervision and help of the instructor. Does not the latter statement make us feel that we too often give assistance when it would be better for the student if left to do the work for herself? A number of those who had not attended college regretted exceedingly that they were unable to do so.

(12) The advice which those persons interviewed wish to give to the present-day high school student is: "Take advantage of every opportunity that is offered. Do your own work; follow instructions; be accurate; listen to the things that experienced people tell you, and make every minute count for something worthwhile."

The Employer's Attitude

(13) The attitude of the employer is generally friendly, fair, and helpful. In most cases the girls were pleased with their surroundings, and felt that they were fortunate in being able to hold such positions as they were filling. There were some exceptions where girls were doing more or less monotonous work, and receiving little or no attention. It was found that everyone appreciated a

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Annual Teachers' Medal Awards

Results of Test Closing January 31, 1932

PERHAPS the most pleasing feature of the current teachers' medal test was the absence of "familiar faces" among those receiving awards. That sounds a little rough to the innocent bystander, but it isn't anything of the kind. It is the mark of a very promising development of this activity and one from which the friends of better shorthand will draw encouragement that has, to a considerable degree, been denied them in the past.

Some of us have always held tenaciously to the idea that a teacher who writes accurate and artistic shorthand can get better results in his teaching than one equally well qualified in all other directions who has never developed a superior writing style. We have always had some outstanding artists and they have been held in very high esteem. But when we have attempted to stimulate interest in superior writing by staging a contest or a demonstration of some such nature, the results have frequently fallen a little short of our ambitions because this small group of masters usually walked off with all the honors. Of course, that didn't encourage those teachers to enter the lists and strive against almost certain defeat who felt themselves unable to compete successfully, by reason of less experience, or less specialization in training, or less expertness for whatever reason.

Standard Accomplishment Now Basis of Award

This condition was, of course, the compelling motive in abandoning the blackboard "contest" and modifying this activity to make it a medal "test" so that awards could be made upon the basis of a standard style accomplishment rather than having them restricted to the direct individual competition plan. It has been pretty well demonstrated that the professional values in the teachers' contest are very much less than those realized from a standard accomplishment award. As the medal tests are now conducted, anyone who brings his writing style up to a certain satisfactory standard is certain to receive a medal together with the recognition and honor to which such an accomplishment entitles him. Better shorthand teaching stands to gain a great deal more from a large number of superior writers, only one of whom can be the best, than from a relatively small group of superlatively skillful teachers and a rank and file rating far below them in ability.

To some extent a superior writing style is a matter of temperament. Some people are

endowed with ambitions and artistic judgment which others lack. Such people will strive more enthusiastically than others and their special genius is likely to be reflected in their progress. But to a greater degree a good style is the result of fair enthusiasm, ordinary gifts, and reasonable effort. Any teacher who appreciates the worth of the aim and who will apply the necessary intelligence and work can become a highly skillful writer—one who will deserve and receive recognition from his professional associates. Whatever can be done to broaden the interest in superior writing among teachers takes a place very close to our hearts—and that is why we are glad that the big crowd in the current medal winners' list is very well sprinkled with new faces.

Many Newcomers in Current Awards List

The list of those receiving awards on the basis of the current medal test is printed in this issue of the *American Shorthand Teacher*. It is a most encouraging list. We are very much pleased that we could award so many gold medals and so many silver medals, but we are especially interested in the long list of proficiency certificate awards. These are the teachers who will be the medal winners next year and thereafter. All of them should find in the record of this year's test conclusive evidence that their own work can be brought up to the standard that will insure their receiving this, the highest indorsement of shorthand artistry that is available.

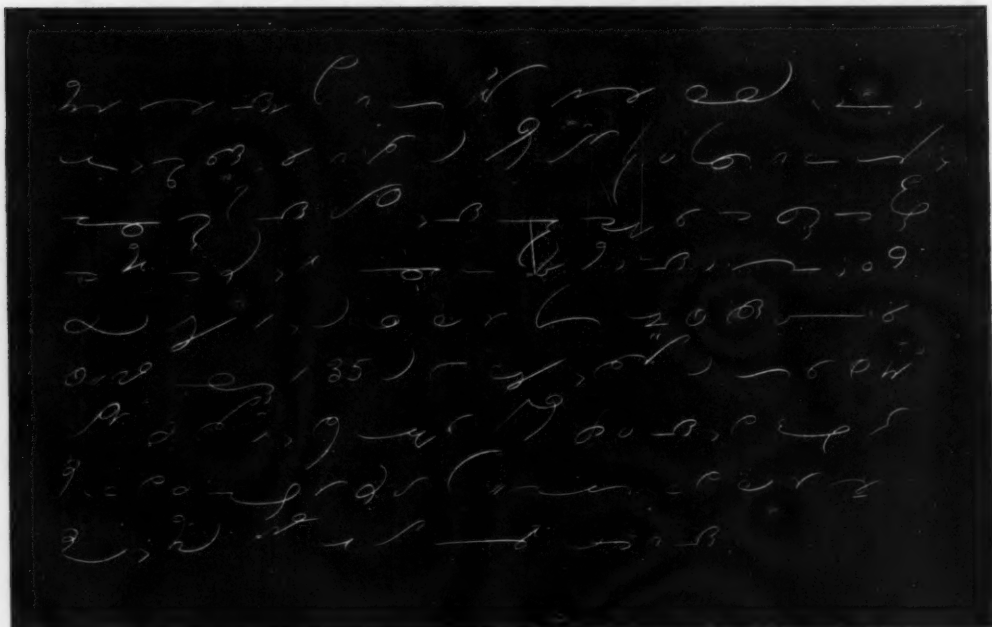
Improvement is the inspiration of these awards. The work received this year carries the most promising record of improving trends that has been observable in any teacher activity thus far.

What Style Typifies the "Gold Medal" Standard?

One of the specimens on which a gold medal was awarded has been reproduced for your inspection. This particular specimen is not offered because it was necessarily the best that was received but rather because it is excellent and worthy of study while the photograph that came to us was one that could most satisfactorily be reproduced. This specimen shows what it takes to reach the gold medal standard. The writing is fluent, the lines are smooth; in general, requirements of form, slant, and proportion are well observed. A teacher who can write like this and who will put a little thought into planning his lessons

and reasonable enthusiasm into his teaching, ought to find much pleasure in his work and will be certain to accomplish splendid results. Any teacher can learn to write as well as the one whose test specimen is presented here. No teacher should be content with a less

meritorious style. Every facility for improvement is available to you if you will provide the personal interest and intelligent effort that is required. We look forward to next year with the anticipation of reaching a new high level of accomplishment!



Specimen showing Style of Writing that Meets Gold Medal Standard

Winners of 1932 Awards

Gold Medal

Brother Gabriel, F. S. C., West Philadelphia Catholic High School for Boys, Philadelphia, Pennsylvania
Fay Eaton, Woodbury College, Los Angeles, California
Florence Evans Golding, Proviso High School, Maywood, Illinois
Vera Warriner Herring, The Business Institute, Detroit, Michigan
Alice Hosford, Iron Mountain High School, Iron Mountain, Michigan
Nell Kirksey, Woodbury College, Los Angeles, California
Helen Lalin, Everett High School, Everett, Washington
Vivian Macaulay, Woodbury College, Los Angeles, California
R. J. McCutcheon, Pueblo Opportunity School, Pueblo, Colorado
Freda Schmale, Fullerton Junior College, Fullerton, California

Edith A. Schrub, Pewaukee High School, Pewaukee, Wisconsin
Jessie V. Seaver, Proviso Township High School, Maywood, Illinois
Evelyn Shooshan, Garfield High School, Los Angeles, California
Mary A. Sigworth, Proviso Township High School, Maywood, Illinois
Sister St. Gabriel-de-l'Addolorata, Waterbury Catholic High School, Waterbury, Connecticut
Sister St. Mary Denis, Waterbury Catholic High School, Waterbury, Connecticut
Minnie A. Wendtland, Woodbury College, Los Angeles, California
Frank R. White, Valier Community High School, Valier, Illinois
Marie L. Wuesthoff, San Pedro High School, San Pedro, California

Silver Medal

Irene M. Arnold, Willis College of Commerce, Glendale, California
Irma Barkhausen, Beaver Dam High School, Beaver Dam, Wisconsin
Mabel Lee Boyden, Woodbury College, Los Angeles, California
John R. Carroll, Burroughs Evening High School, Detroit, Michigan
Alexander Denenholz, Abraham Lincoln High School, Brooklyn, New York

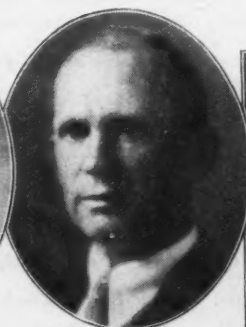
Sister Helene du Crucifix, St. Joseph Academy, Salem, Massachusetts
Martha Glantz, High School, Holdrege, Nebraska
Ruth McLellan, Houlton High School, Houlton, Maine
Robert W. Messer, John Marshall High School, Los Angeles, California
Margaret L. Miller, Washington School for Secretaries, Washington, D. C.
Edith Peterson, Reed-Custer Township High School, Braidwood, Illinois



Edith Schrub



Freda Schmale



R.J. McCutcheon



Mrs. Fay Eaton



Mrs. Nell Kirksey



J. Seaver



Helen Balin



Brother Gabriel



Frank R. White



Marie b. Wuesthoff



Evelyn Shooshan



Alice Hosford



Mrs. Vera M. Herring



Minnie Wendtland



Florence Golding

Vivian Macaulay. Mary A. Sigworth.

Winners of Gold Medal in the 1932 Teachers' Medal Test

Floy L. Plaskette, Woodbury College, Los Angeles, California
 Leonard L. Thompson, Newport Harbor Union High School, Newport Beach, California

A. H. Tonge, Woodbury College, Los Angeles, California
 Della A. Young, Montana State College, Bozeman, Montana

Proficiency Certificates Awarded

(Star* indicates Honor Specimens from those who already hold Silver Medals awarded in previous years)

Rena D. Akin, Nashua Business College, Nashua, New Hampshire
 Helen Asbury, Fisher Community High School, Fisher, Illinois
 Sister M. Angela Augusta, Sacred Heart School, El Paso, Texas
 Sister Mary Angelica, St. Mary School, Richmond, Indiana
 Myrtle Bailey, Garfield High School, Los Angeles, California
 R. P. Bankson, Welch's Business College, Oil City, Pennsylvania
 Lucy M. Bartholomew, Hempstead High School, Hempstead, New York
 J. E. Bartley, Dana College, Blair, Nebraska
 Gertrude Brinkerhoff, Metropolitan Business College, Joliet, Illinois
 Marguerite E. Burke, Oxford High School, Oxford, Massachusetts
 Gertrude L. Bush, The Business Institute, Detroit, Michigan
 Mathilde Bybuth,* Evanston Township High School, Evanston, Illinois
 Manuela C. Cabanillas, Lares High School, Lares, Porto Rico
 Mrs. Violet L. Chandler, Vocational School, Eau Claire, Wisconsin
 Julia Hynes Christie, St. Joseph's College, Emmitsburg, Maryland
 Eva Larson Connelly,* Miss Brown's School, Milwaukee, Wisconsin
 Gladys V. Conry, Arlington Heights Township High School, Arlington Heights, Illinois
 Carol Cox, Senior High School, Brownwood, Texas
 Marie Crossland, Brookings High School, Brookings, South Dakota
 Mildred Davidson, Beverly Hills High School, Beverly Hills, California
 Marie A. Doerfer, Monroe Senior High School, Monroe, Wisconsin
 Christine Donovan, Stoughton High School, Stoughton, Massachusetts
 Jeanne M. Dozois, Merrimac High School, Merrimac, Massachusetts
 Sister Rita de Cascia, A. S. V., St. Mary's Academy, Haileyburg, Ontario, Canada
 Mary G. Eachus, Penn Hall, Chambersburg, Pennsylvania
 Inez Easton, Kalama High School, Kalama, Washington
 Abraham Epstein, Abraham Lincoln High School, Brooklyn, New York
 D. W. Feller, Princeton Township High School, Princeton, Illinois
 Conan E. Fisher, Gladstone High School, Gladstone, Michigan
 B. P. Foote, Secretarial Training School, Takoma Park, D. C.
 Marjorie O. Frank, Appleton City High School, Appleton City, Missouri
 Mrs. A. French, Northwestern School of Commerce, Lima, Ohio
 Frances Gibbs, Derby High School, Derby, Connecticut
 Mildred George, Jacksonville High School, Jacksonville, Illinois
 Sister M. Giovanni, C. S. A., St. Mary's Springs Academy, Fond du Lac, Wisconsin
 Myrtle E. Godwin, Warwick High School, Apponaug, Rhode Island
 Bessie A. Green,* High School, Marseilles, Illinois
 Ariel Jean Gurney, Waubay High School, Waubay, South Dakota

Dorothy M. Hagen, Northern High School, Detroit, Michigan
 Mrs. Evelyn Gilbert Hall, The Business Institute, Pontiac, Michigan
 Elizabeth C. Harnack, High School of Commerce, Detroit, Michigan
 Gretna Higgins, Burdett College, Lynn, Massachusetts
 Mildred F. Hillis, Jeannette High School, Jeannette, Pennsylvania
 Mrs. Geraldine W. Holden, Hudson High School, Hudson, New York
 Easter Hostetter, Buffalo High School, Buffalo, Montana
 Beulah Howard, Sugar City High School, Sugar City, Colorado
 Helen Huether, Farrell High School, Farrell, Pennsylvania
 Sister Jane, La Salette Academy, Covington, Kentucky
 Adelle Jarchow, Columbia Heights High School, Columbia Heights, Minnesota
 Dora Jensen, St. Paul Park High School, St. Paul Park, Minnesota
 Louise M. Kerkes, Greenland Township High School, Mass, Michigan
 Ellen M. Kizonak, Old Town High School, Old Town, Maine
 Hazel G. Krouse, Hollidaysburg High School, Hollidaysburg, Pennsylvania
 Cecelia Larson, Amery High School, Amery, Wisconsin
 Lillian Lassey, Rayen School, Youngstown, Ohio
 Fleeta Leland, Chouteau County High School, Fort Benton, Montana
 May Macklin, Macklin's Stenographic & Secretarial School, Bakersfield, California
 Lolita Maedke, Miss Brown's School of Business, Milwaukee, Wisconsin
 Alice S. Maile, Manual Arts High School, Los Angeles, California
 Norah T. Mangan,* North Providence, Rhode Island
 Elva Martin, Allendale High School, Allendale, Illinois
 Hannah Marvin, Liberty, New York
 Amelia C. Montgomery, Drake Business School, Brooklyn, New York
 Lottie E. Neff, Milwaukee Vocational School, Milwaukee, Wisconsin
 Esther V. Nieman, Dakota Business College, Fargo, North Dakota
 Mrs. C. F. Noble, Merrill Commercial College, Merrill, Wisconsin
 Martha L. Norstrum, Colfax High School, Colfax, Iowa
 Mrs. Waneta De Forest Ohmen, Sutter Union High School, Sutter, California
 Gena Ostby,* State Teachers College, Mayville, North Dakota
 Mary A. Parkinson, Union High School, Forest Grove, Oregon
 Robert D. Parrish, Woodbury College, Los Angeles, California
 Mary Phelps, Parkersburg High School, Parkersburg, West Virginia
 Amy Rankin, Westbrook Seminary & Junior College, Portland, Maine
 Desma Renner, Hadley Vocational School, St. Louis, Missouri
 Mrs. Grace E. Richardson, Deming High School, Deming, New Mexico
 Urina Roberts, Pace Institute, New York, N. Y.
 Hilda M. Rohde, Fedora Consolidated School, Fedora, South Dakota

Sœur Sainte-Ludivine, St. Joseph Academy, Salem, Massachusetts
 Helen B. Salisbury, Seneca Township High School, Seneca, Illinois
 Louise Huber Sawle, Carlin High School, Carlin, Nevada
 Marian Seeley, Mobridge City Schools, Mobridge, South Dakota
 Dorothy E. Smith, West Haven High School, West Haven, Connecticut
 Marjorie J. Smith, Hillsboro High School, Hillsboro, North Dakota
 Nellie Smith,* Hutchinson, Kansas
 Doris A. Soule,* Lawrence High School, Fairfield, Maine
 Sister Mary St. Agnes, S. N. D., Xavier Commercial High School, Cincinnati, Ohio
 Mrs. Violet B. Steele, Pottstown High School, Pottstown, Pennsylvania
 E. Maye Stephens, San Fernando High School, San Fernando, California
 Mildred Stephens, Poughkeepsie High School, Poughkeepsie, New York
 Vera L. Sturgen, The Massillon Commercial Institute, Massillon, Ohio
 A. Evelyn Sutherland, Attleboro High School, Attleboro, Massachusetts
 Charles T. Taylor, Flagstaff Public Schools, Flagstaff, Arizona
 Winnifred Ferne Taylor, Illinois School for the Blind, Jacksonville, Illinois
 Olga J. Teisberg, Ortonville High School, Ortonville, Minnesota
 Gladys Teske, Freeport High School, Freeport, Illinois
 Sister Charles Therese, Loretto Academy, Santa Fe, New Mexico

Ethel Thomas, Santa Monica High School, Santa Monica, California
 Alma E. Thompson, Lubec High School, Lubec, Maine
 Mary Tisinger, Georgia Vocational & Trades School, Monroe, Georgia
 Laura E. Tripp, Syracuse Secretarial School, Syracuse, New York
 Adeline M. Urban, Martin H. Glynn High School, Valatie, New York
 Caroline M. Velten, High School, Cornwall-on-Hudson, New York
 Sister Venard, O. S. B., St. Boniface High School, Cold Spring, Minnesota
 Sister Marie Victoire, Academy of the Sacred Heart, Fall River, Massachusetts
 Ronald O. Wagner, Humboldt County High School, Winnemucca, Nevada
 Jua Wagoner, Gebo High School, Gebo, Wyoming
 Nellie E. Wesch, Tigard High School, Tigard, Oregon
 Franklin F. Wells, Salem Business College, Salem, Ohio
 Mrs. K. Chase Winslow,* Willis College of Commerce, Glendale, California
 Roberta V. Wood, Pullman Free School of Manual Training, Chicago, Illinois
 Marion F. Woodruff, Gloucester High School, Gloucester, Massachusetts
 Margaret A. Yeakey, Juneau High School, Juneau, Alaska
 Dorothy Yohn, Pottstown High School, Pottstown, Pennsylvania
 Jessie M. Yuill, Hoff Business College, Warren, Pennsylvania
 Dora Zeiger, Abraham Lincoln High School, Brooklyn, New York

O. G. A. Certificates Awarded

Sister M. Adelma, O. S. F., St. Mary of the Assumption, Manayunk, Philadelphia, Pennsylvania
 Mrs. Edith V. Adrian, Greeley Commercial College, Greeley, Colorado
 Myra P. Anderson, Palmore Women's English Institute, Kobe, Japan
 Erol B. Beach, Marblehead High School, Marblehead, Massachusetts
 Evangeline P. Belle, Cardozo High School, Washington, D. C.
 Eunice Bohannon, Jefferson High School, Roanoke, Virginia
 Elizabeth Burmahn, High School of Commerce, Detroit, Michigan
 Edith Carnahan, Wilcox School of Commerce, Cleveland, Ohio
 Grace C. Carney, The Concordia Business College, Concordia, Kansas
 Lola Carpenter, State Teachers College, Dickinson, North Dakota
 W. Keath Carstens, Community High School, Sherard, Illinois
 Mary Clark, Georgetown Township High School, Georgetown, Illinois
 Florence R. Cohen, Abraham Lincoln High School, Brooklyn, New York
 Louise R. Cottle, Marietta High School, Marietta, Ohio
 Mrs. J. C. Creech, Gaffney, South Carolina
 Mrs. Kathleen Dell, Lakewood, Ohio
 India Diggs, Woodrow Wilson High School, Portsmouth, Virginia
 Sister M. Dominica, O. P., Sacred Heart Academy, Akron, Ohio
 Nellie Lu Eaton, Ontario High School, Ontario, Oregon
 Sister M. Estelle, St. Joseph School, Mason City, Iowa
 Irene Flachmeier, Thomas A. Edison High School, San Antonio, Texas
 Mrs. Vera H. Frohlicher, Corona High School, Corona, California

Mrs. M. M. Galloway, West Columbia High School, West Columbia, Texas
 Mildred E. Gannon, Industrial School for Girls, Lancaster, Massachusetts
 Sister Germaine, St. Patrick Academy, Momence, Illinois
 Doretta Gerndt, High School, Silverton, Colorado
 Mrs. May A. Gibson, Harter-Stanford Township High School, Flora, Illinois
 Dot Bernice Gier, Holbrook, Arizona
 M. Gertrude Gould, Jamaica Plain High School, Jamaica Plain, Massachusetts
 Eleanor J. Graham, Union Free High School, Glidden, Wisconsin
 Mae M. Hanlon, Leon, Iowa
 Lillian Heath, Johnson City High School, Johnson City, New York
 Mrs. Mary M. Hendry, Detroit, Michigan
 Guy F. Henry, Senior High School, Warren, Ohio
 Vera Herby, Albuquerque, New Mexico
 Margaret L. Hoch, Windsor High School, Stockport, Ohio
 V. Howard, High School, Coyville, Kansas
 Mary Frances Hoyt, Elgin High School, Elgin, Iowa
 Sister Mary Hugh, O. P., SS. Peter & Paul School, Saginaw, Michigan
 Estelle Jentges, East High School, Sturgeon Bay, Wisconsin
 Louise Kenizey, High School of Commerce, Detroit, Michigan
 Gertrude C. Knudsen, Waupaca High School, Waupaca, Wisconsin
 Marjorie E. Lebroke, Bliss College, Lewiston, Maine
 Barbara W. Leighton, Danforth High School, Danforth, Maine
 Sister M. Lucille, St. Joseph High School, Pittsburgh, Pennsylvania
 Mary B. Mace, Johnson City Business College, Johnson City, Tennessee
 Helen MacKay, Equality Township High School, Equality, Illinois

(Continued on page 348)

Virginia D. McCarthy, Adair Community High School, Adair, Illinois
 Beth McClannahan, High School, Decorah, Iowa
 Margaret McDermott, Oak Bluffs High School, Oak Bluffs, Massachusetts
 Lena McFadyen, New Boston Public Schools, New Boston, Ohio
 Dorothy E. Norris, Almena Rural High School, Almena, Kansas
 Naoma Pelton, Bayard, Nebraska
 Susan C. Petersen, Estherville High School, Estherville, Iowa
 Carl O. Peterson, Brady High School, Brady, Montana
 Sister M. Petronia, St. Joseph School, Peru, Illinois
 Ethel D. Phelps, Manual Arts High School, Los Angeles, California
 Lilian F. Quast, Feitshans High School, Springfield, Illinois
 Mrs. J. T. Robinson, Robinson's Business College, Spartanburg, South Carolina
 Sister M. Consuela Rose, Pasadena, California
 Alexander Rosen, Abraham Lincoln High School, Brooklyn, New York
 J. Bryce Sardiga, Union Institute of Business, Cleveland, Ohio
 Juanita Marie Satterfield, Hammond High School, Hammond, Illinois
 Elcey Sawyer, Warren, Maine
 Madaline J. Selle, St. Marys High School, St. Marys, Pennsylvania
 Edith I. Shaw, Coleman Business College, Newark, New Jersey

Esther A. Signor, Arlington High School, Poughkeepsie, New York
 Mrs. Carmen G. Socorro, Caguas High School, Caguas, Porto Rico
 Louise Sparks, Laurinburg High School, Laurinburg, North Carolina
 John S. Spear, Abraham Lincoln High School, Brooklyn, New York
 Noel Stewart, West, Calgary, Alberta, Canada
 Hazel Ann Surber, Dundee High School, Dundee, Illinois
 Harriette E. Swasey, Clear Lake Union High School, Lakeport, California
 Mrs. Mattie Underwood, Wilcox School of Commerce, Cleveland, Ohio
 Margaret Vaughan, Miss Vaughan's School of Stenography, Lexington, Missouri
 Allen W. Welch, Welch's Business College, Oil City, Pennsylvania
 Mrs. E. R. Welch, Welch's Business College, Oil City, Pennsylvania
 Sister Florence Weiland, Mt. Angel Academy & Normal, Mt. Angel, Oregon
 M. F. Wilchinsky, Lackey High School, Indian Head, Maryland
 Lillian G. Wilson, Classen Senior High School, Oklahoma City, Oklahoma
 Sister Mary Winifred, O. S. B., St. Benedict School, Covington, Kentucky
 Mary A. Woelber, Fifield High School, Fifield, Wisconsin
 Sylvia L. Wolf, Kiel High School, Kiel, Wisconsin



How Are Your First-Year Students Coming Along?

Have They Tried the O. G. A. Test?

WE have been particularly interested in the O. G. A. work submitted this year by an increasing number of teachers of first-year shorthand groups and especially of first-semester groups. The quality of this writing bears out our contention that good writers are developed in the first year and often in the first semester's work. If students have not been trained to write good notes from the very beginning the probabilities are that they never will acquire an expert style nor attain with the same degree of ease and fluency the higher speeds now being attained in many of our schools.

A good shorthand writing style is an intrinsic part of shorthand training—indeed, it is one phase of the practical application of it, the other being transcription, which is also closely bound up with good notes.

These remarks were prompted by a very commendable club of sixteen specimens just received from Miss Isabel Crawford, commercial teacher in the high school of Portage, Pennsylvania. We do not know what the writing speed of these students is, but we venture to say that it is exceptionally good, perhaps in the upper region of speeds usually attained in the second year.

We do not recall at the moment having seen

a specimen of Miss Crawford's own writing, but it must be a good professional style, as students rarely achieve such fine style under the tutelage of teachers who are not themselves good writers.

For the sake of speeding up the work in the advanced or dictation classes, we wish more teachers of beginning shorthand would emphasize speed and fluency as well as accuracy in writing in the theory classes. Teach students to write good notes from the beginning, and to write them fluently! There is no need for their developing an inaccurate hand that must be corrected in the speed classes before any real constructive speed training can be given.

Students, it is being proved, can easily be trained to write not less than 60 words a minute and more often 80 or 100 words a minute even on new material of fairly easy matter before they have finished the textbook. It should be the minimum accomplishment in every teacher's work, as a matter of fact, and can be had in every beginning shorthand class. It is usually just the difference between a properly organized and well-conducted plan of training, with the use of motivating materials and enthusiasm born of pride in one's work.

—F. E. U.

CONVENTIONS

New York G. S. T. A. Meeting

THE discussion began when Mr. Blanchard was working on the "fourth red book," "Shorthand Speed Building," and Mr. Leslie said that he or anybody else could write 100 words a minute with a broomstick. There being no broomstick around, a piece of chalk was affixed to the end of an umbrella and before the February meeting of the New York City Gregg Shorthand Teachers' Association Mr. Leslie wrote at 120 words a minute on the blackboard.

The point was to demonstrate that manual effort is not limited—that it is the mental effort that counts in shorthand writing.

Mr. Blanchard will give us next month the body of his address before this association.

Store Director Recommends Cultural Training

Mr. Otho J. Hicks, director of training at Lord & Taylor's, one of New York's large department stores, addressed the meeting from the viewpoint of a business organization.

Discussing the effectiveness of our schools in preparing students for business life, Mr. Hicks stated it as his judgment, based to some extent upon interviews held over a period of several years with employees who were seeking advice as to extension courses by which they hoped to gain knowledge and, later, more responsibility, that in preparation for a business career in general, high schools can do little more than lay a firm foundation for the student in the following subjects: *English*, from which he can broaden his vocabulary and improve his chances of being always articulate, concise, and clear in speech. *Economics*, from which he can obtain a certain sense of values in the relationship of demand and supply. *Sociology* and *Civics*, from which he can attain a certain state of social-mindedness, and evaluate the responsibilities of the individual to the group. *Hygiene*, from which he can gain knowledge of the human body, and common sense in the demands he makes upon it. *Typing* and *Shorthand*, from which he can gain a valuable tool for use in the business world.

"Having covered the above," Mr. Hicks went on, "if it is necessary to choose between

a cultural training in Languages, Literature, or History, and a vocational training in Retail Selling or related subjects, I believe the latter should be set aside. Very few of major executives in our organization at the present time are products of an early vocational training. It seems to me that a person's interest can be narrowed too soon in life.

The Vocational Subjects Pertinent to Retail Selling

"However, in considering vocational training as a preparation for work in a department store, it is true that a standard of performance on any job is dependent upon a certain discrimination in the use of color, materials, and design. If vocational training is necessary, I should like to see the high school student introduced to any or all of the following technical subjects: (1) *Color*—The principles of color; the application of color to objects of utility; (2) *Materials*—Textiles and textile processes, woods, metals, potteries, etc.; (3) *Design*—Design as applied to the costume, design as applied to decoration, and, perhaps, some knowledge of the History of Art.

"In this way I believe the average individual would first be made more conscious of his surroundings, and, after that, be better able to discriminate between the good and the bad as to use, suitability, and value of everyday things."

Handling Beginning Typing

Miss Grace L. Damon, Hefley Institute, Brooklyn, New York, gave a lively demonstration of beginning typewriting. In the limited time allotted to her she struck the high points as distinct steps to be covered in the introduction. In actual class, Miss Damon stated that, as each part of the machine was mentioned, a few words of explanation would be given so that the students would learn only those parts which were essential to the actual operation of the machine. To get the students started "typing" is the first objective; to get them to know the "feel" of the machine is the prime factor to be considered.

More Digests of Recent State Meetings

CALIFORNIA BUSINESS EDUCATORS' ASSOCIATION, Central Section, Fresno, California, March 5, 1932.

President: Leonard Sims, Union High School, Selma, California.

Speakers:

Karl Mitchell, Union High School, Visalia—ORIENTATION; *John A. Nowell*—THE GOLD STANDARD; *Dr. Ira W. Kibby*, Chief, Bureau of Business Education, Sacramento—REPORT ON SECOND TYPING TEST; NEW COMMERCIAL MAJOR.

CALIFORNIA BUSINESS EDUCATORS' ASSOCIATION, Los Angeles, California, January 22-23, 1932.

Speakers:

Elliott M. Smith, Munson School for Private Secretaries, San Francisco—PRESIDENT'S OPENING ADDRESS; *James S. Knox*, Knox Business Book Company, Oak Park, Illinois—General Address; *Professor Bates Booth*, University of Southern California, Los Angeles—STATE REGULATION OF PRIVATE SCHOOLS; *Judge Rex B. Goodsell*, President, Los Angeles Chamber of Commerce—OBSERVATIONS OF A BUSINESS MAN; *Robert J. Bauer*, General Manager, Better Business Bureau, Los Angeles—PROBLEMS OF THE BUSINESS SCHOOLS; *Ivan Goodner*, International Olympic Games, Amateur Athletic Association, Los Angeles—HISTORY OF OLYMPIC GAMES AND 1932 MEET IN LOS ANGELES.

New Officers:

PRESIDENT: Dr. E. W. Hauck, Secretarial Training School, Los Angeles
FIRST VICE PRESIDENT: Mrs. Josephine H. Traut, Hottinger School of Commerce, San Francisco
SECOND VICE PRESIDENT: L. W. Pearl, Heald Business College, Sacramento
THIRD VICE PRESIDENT: R. C. Anderson, Santa Barbara Business College, Santa Barbara
SECRETARY-TREASURER: B. F. Priest, California Secretarial School, San Francisco

Date and Place of next meeting, July, 1932, San Francisco.

NORTH CENTRAL ILLINOIS STATE TEACHERS ASSOCIATION, Peoria, Illinois, March 4, 1932.

Speakers:

Goldena M. Fisher, The Gregg Publishing Company, Chicago, Illinois—THE WELL-ROUNDED SHORTHAND PROGRAM; *H. H. Sunderlin*, The Caterpillar Tractor Company—SELLING BY THE VISUAL METHOD: A Demonstration Using Sales Films.

New Officers:

CHAIRMAN: Marie Jessa, Community High School, Pekin
SECRETARY: Maude Detmer, High School, Mackinaw

OHIO BUSINESS SCHOOLS' ASSOCIATION, Columbus, Ohio, February 5-6, 1932.

Speakers:

Open Forum—How's BUSINESS?; *Frank E. Wilson*, State Department of Education, Columbus—COMMERCIAL TEACHER TRAINING; *C. E. Neale*, Hammell Business College, Akron and *J. F. Barnett*, North-

western School of Commerce, Lima—RETRENCHMENT: SHALL WE INCREASE OR DECREASE OUR ADVERTISING; general discussion—SHOULD TUITION RATES BE REDUCED IN 1932; HOW MAY EMPLOYMENT BETWEEN INDUSTRY AND THE PRIVATE BUSINESS SCHOOL BE PROMOTED; WHAT SHOULD BE THE CONTENT OF A SECRETARIAL COURSE?

New Officers:

PRESIDENT: T. P. Davis, Davis Business College, Toledo
VICE PRESIDENT: S. E. Hedges, Actual Business College, Canton
SECRETARY: C. E. Neale, Hammell Business College, Akron
TREASURER: A. J. Thompson, Steubenville Business College, Steubenville

Date and Place of next meeting, February, 1933, Columbus.

OKLAHOMA BUSINESS COLLEGE ASSOCIATION, Oklahoma City, Oklahoma, February 6, 1932.

Speakers:

J. F. Sherwood, South-Western Publishing Company, Cincinnati, Ohio—RESUME OF NATIONAL COMMERCIAL TEACHERS' FEDERATION CONVENTION RELATIVE TO MEETING THE SITUATION FROM A DEPRESSION STANDPOINT; *Harry Collins Spillman*, Educational Director, The Gregg Publishing Company, New York City—WHAT I WOULD DO IF I OWNED A BUSINESS COLLEGE; *C. V. Hunt*, Wichita Business College, Wichita, Kansas—WHAT THE BUSINESS COLLEGES ARE DOING IN KANSAS; *E. A. Guise*, Tulsa Business College, Tulsa—THE ADVANTAGES AND DISADVANTAGES OF ATHLETICS IN A BUSINESS COLLEGE; *J. F. George*, Enid Business College, Enid—Round Table discussion; *C. W. Richards*, Director of Vocational Rehabilitation, Board of Education, Oklahoma City—IN WHAT WAY CAN THE BUSINESS COLLEGE BE OF HELP TO THE VOCATIONAL HANDICAPPED STUDENT; *C. I. Blackwood*, Blackwood-Davis Business College, Oklahoma City—HOW TO KEEP THE GOOD WILL OF THE STUDENT; *T. M. Flanary*, Draughon's Business College, Oklahoma City—Round Table discussion; *W. A. Botts*, Guthrie Business College, Guthrie—WAYS OF HELPING THE WORTHY AND DESERVING STUDENT TO SECURE A BUSINESS EDUCATION; *Miss M. H. North*, Dickerson Secretarial School, Oklahoma City—Round Table discussion; *Amos Ward*, Anadarko Business College, Anadarko—HOW TO SATISFY THE NEEDS AND DESIRES OF THE STUDENT AND THE EMPLOYER; *Miss N. D. Bowdon*, Bowdon Shorthand School, Oklahoma City—Round Table discussion; *J. M. Hill*, Hill's Business College, Oklahoma City—THE BUSINESS COLLEGE FIFTY YEARS FROM NOW.

OKLAHOMA EDUCATION ASSOCIATION, Commercial Section, Tulsa, Oklahoma, February 5, 1932.

Morning Session

Speakers:

J. F. Sherwood, South-Western Publishing Company, Cincinnati, Ohio—TRENDS IN BUSINESS; *Goldena M. Fisher*, The Gregg Publishing Company, Chicago, Illinois—WHAT THE NEW SHORTHAND PROGRAM IS DOING; *Dr. J. M. Maurer*, Professor of Business Administration, University of Tulsa—OKLAHOMA'S FUTURE—A CHALLENGE TO COMMERCIAL EDUCATION?;

(Continued on page 383)

National Commercial Teachers' Federation Convention Report

Meeting Held at Hotel Stevens, Chicago, December 28-30, 1931

(Concluded from the March issue)

Penmanship Round Table

Chairman: Virgil C. Graham, Supervisor of Penmanship, Des Moines, Iowa

MR. GRAHAM presided at both sessions of the Penmanship Round Table. At the Tuesday afternoon session Miss Bertha A. Conner, Director of Handwriting in the Boston Public Schools, spoke on The Organization of Handwriting Instruction Throughout a School System. A paper on Some Common Problems in the Teaching of Handwriting, prepared by J. A. Savage, Supervisor of Handwriting, Omaha, Nebraska, was read by R. R. Reed, of the Ferris Institute, Big Rapids, Michigan.

Progress in Handwriting

The high points of the address, "Recent Progress and Development in the Field of Handwriting," delivered by Dr. Frank N. Freeman, University of Chicago, were: "Earlier research has established certain of the fundamental facts concerning the mental development of children and the handwriting movement which are generally recognized in the organization of courses of instruction in handwriting. Recent studies have dealt with certain problems which were not fully covered in the earlier studies. A curriculum investigation by Kirk reaffirms the standards of 60 on the Ayres Scale for general use and 70 for vocational use of handwriting.

"A number of studies have shown beyond any question that the analysis of faults in handwriting by the pupil and by the teacher is a very effective means of learning. In this connection, a study by L. C. and S. L. Pressey of typical illegibilities is very useful.

"Two studies deal with the use of tracing by various devices as a method of learning in the first grade. This is a rather widely used procedure, but both studies seem to indicate that it is less effective than is direct learning.

"The chief departure from the orthodox

teaching of handwriting in recent years is the use of manuscript writing. A number of studies of manuscript writing seem to point to the following conclusions: Print writing or manuscript writing is easier to learn than is connected or cursive writing. Cursive writing, however, is more rapid and fluent for older children and for adults. It is apparently possible to begin with manuscript writing and to change over in the earlier grades without loss of speed or quality, but after the lower grades a change seems to be attended with loss."



John S. Griffith
Penmanship Round Table
Chairman

Classroom Demonstration

Mr. A. M. Wonnell, Assistant Supervisor of Handwriting, Cincinnati, Ohio, gave a Classroom Demonstration in Penmanship, with pupils from the Englewood Business College, Chicago.

René Guillard, of the Evanston Township High School, Evanston, Illinois, presented an exhibit of specimens of work by noted penmen. It consisted of work done by F. B. Courtney, S. E. Bartow, E. W. Bloser, H. B. Lehman, J. A. Francis, H. P. Behrensmeyer, C. P. Zaner, H. L. Darner, C. E. Doner, F. W. Tamblyn, H. S. Blanchard, and himself. Mr. Guillard stated that the object of the exhibit was to discover and enhance the interest of younger people in professional penmanship work. Mr. Guillard had a similar exhibit at the Des Moines meeting last year.

Miss Bertha A. Conner, of Boston, placed on display an interesting exhibit of original manuscript in handwriting covering a period of about 300 years, beginning with Colonial times.

New Officers for 1932

CHAIRMAN: John S. Griffith, Englewood Business College, Chicago
SECRETARY: R. R. Reed, The Ferris Institute, Big Rapids, Michigan

A Suggestion for Teachers of Transcription

THE following plan is being very successfully used by Miss Marjorie L. Gallaway, commercial instructor in the Turley (Oklahoma) High School, in removing certain transcription difficulties that the students might experience. She makes a study of the spelling, punctuation, capitalization, and placement difficulties of the material to be dictated, and before the students start transcribing they discuss these difficulties and come to an agreement as to what should be done in each case.

Taking the first ten letters in Gregg Speed Studies, Anniversary Edition, as an illustration of her plan in actual operation, Miss Gallaway offers the following suggestions:

Uniform Style Adopted

A general form or style should be decided upon so that all letters will be uniform. There should be no experimenting with various styles in learning transcription.

If letterheads are not furnished, they can be made by the student, a number at a time, in readiness for the transcription period.

Discussion Precedes Actual Transcribing

General rules applying to the punctuation and capitalization of business letters should be discussed as a whole before the letters are taken up. For instance: First word and all proper nouns in the salutation must be capitalized; first word only of the complimentary closing is capitalized.

All discussion of form, style, punctuation, spelling, placement, etc., should be made and all questions students may wish to ask should come up during the discussion period.

There should be no talking whatsoever in the room where the actual transcribing is done. Stress the necessity for complete concentration while transcribing.

Allow one writing only—erasures if necessary.

Stress reading ahead on notes while typing and going slowly at first. The speed of transcription will depend upon whether the letters have been studied in advance or whether they are offered as new matter.

Determining Proper Placement

Allow a very short time for reading back of notes directly after dictation stops; then have notebooks closed during the discussion of punctuation and placement. In presenting

the rules for punctuation covering the uses in each letter, present the type sentence with others like it made up by the students and devolve the rule from the sentences.

Adopt a general scale of placement such as:

Short letters (50-100 words) stops on 20 and 60; start from 26th to 23rd line from top according to length.

Longer letters (100-200 words) stops on 15 and 65, start from 23rd to 20th line from top according to length, etc.

Have each student note during the study of the first ten letters exactly how many lines in his notebook his notes on each letter take up. In this way he will then have formed a fairly accurate estimate of the number of words an uncounted letter in note form contains.

Spelling Practice

Present a list of twenty words for spelling study taken from the ten letters in one group before any of the letters are dictated.

For example:

truly	films	pivots
bridge	immediately	regularly
February	receive	opportunity
niece	committee	dependable
mentioned	children	precious
scheme	jeweler	excellent
kodak		quoted

Typical Treatment of the Letters Dictated

Letter 9 is reprinted here, together with Miss Gallaway's comments, to illustrate her method of treating all the material she dictates:

Dear Sir:

If you are wise, you will allow your friend, Mr. Leo White, of Niles County, to appoint you to the place that is now open in our office. The salary is excellent. Why not try it for a year, I am confident you will not regret it.

Very truly yours,

Placement: Stops on 20 and 60, starting 25 lines from top of page.

1. *Review:* Comma after preceding subordinate clause in complex sentence (sentence 1, above).

2. Use commas to enclose words used in apposition (*Mr. Leo White*).

Example: Margaret, our cousin; Mr. Johnson, my employer; the president, Mr. Lloyd.

3. *Review:* Commas setting off parenthetical or explanatory expressions (*of Niles County*, above).



SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

A BROCHURE has just been received from England, prospectus of a Summer School for Commercial Teachers, to be held at Wadham College, Oxford, England, from Monday, July 25 to Saturday, August 6.

The Director of Studies is Dr. J. J. Findlay, Hon. Professor, University of Manchester, and the school is to be conducted under the auspices of the National Gregg Association. Dr. Findlay is the author of the well-known Gregg-Findlay French and German Language records used extensively in the schools of this country.

The prospectus states that it is a course of intensive training for those desiring to qualify as teachers of commercial subjects in Senior, Central, Secondary, and Evening schools. "It is recognized that a complete knowledge of a subject cannot be attained in a fortnight," we read, "even by an intensive course, but plans will be considered at Oxford to continue the work after this course is concluded. What will be attempted is to give students a real start in the right way."

Lectures on classroom methods will be given by Professor Findlay and Dr. John Robert Gregg. A course in The Psychology of Skill will be given by Mr. H. E. Walsh, the inaugural lecture of which will be given by Mr. H. L. Carrad, managing director of the Gregg Publishing Company, Ltd., London, England, on Applications of the Psychology of Skill to Teaching the Office Arts.

Gregg Shorthand, The Beginnings of German, Bookkeeping and Commerce, Type-writing, are further subjects that will be covered in the various courses of study.

Wadham College will provide office, reception rooms, classrooms, dining hall, and rooms of residence for men students. "The residence fee for men includes three meals a day, baths, quarters in undergraduates' rooms, sitting room with bedroom attached," states the brochure. The life at Oxford, if it is only for a spell, is a unique experience.

"Women students," the prospectus continues, "will take luncheon and dinner in College, but will be accommodated with suitable lodgings near at hand. They will take breakfast in their rooms."

The concluding paragraph states that students will not be examined at the end of the course; but those who in the opinion of the instructors make satisfactory progress may receive a Certificate of Attendance.

Correspondence regarding the school should be addressed to Mr. Charles F. Charie, Kern House, Kingsway, London, W. C. 2, England.

GUESS the busiest people *do* have the most time, as the old adage has it! At any rate, Thomas G. O'Brien, president of the Drake School chain, is making time for added duties this year. He was chosen president of the Private Commercial Schools' Association of Brooklyn at its last meeting, and is working to bring about a closer affiliation of business schools in that borough. His past success in association work augurs well for the plan! His fellow officers are Byron T. Browne, of Browne's Business School, vice president; Mrs. May C. Baird, of the Brooklyn Secretarial School, secretary; and J. Leslie White, of Heffley Institute, treasurer.

ON the evening of February 6, four hundred people, guests and graduates of Hill's Business College, assembled in the banquet hall of the Chamber of Commerce at Oklahoma City to pay homage to John M. Hill, a pioneer in the field of commercial education in the Southwest. For twenty-five years, Mr. Hill has contributed his full time and untiring efforts to the betterment of business college activities.

The evening's event opened with the crowning of the Queen and the introduction of her attendants, all of whom acted as escorts to Mr. and Mrs. Hill throughout the celebration. During the evening, music was furnished by an orchestra from one of the local high schools. Group singing was led by a member of the Hill faculty—Mr. F. B. Kooch—a most versatile young man. Mr. Kooch, one of the first faculty members, later presented Mr. Hill with a penmanship testimonial—a most masterly bit of his own handicraft.

Guests of honor at the speaker's table were Public School Superintendent C. K. Reiff and his wife, all the high school principals and their families, and several out-of-town friends.

Brief talks were made by Miss Goldena M. Fisher, of the Gregg Publishing Company, Chicago, Mr. J. F. Sherwood, Southwestern Publishing Company, Cincinnati, and Mr. Clifford Hunt, of Wichita, Kansas. Mr. Harry Collins Spillman, director of Educational Service, of the Gregg Publishing Company, New York City, gave a most inspirational address. Scores of letters and telegrams from educational leaders throughout the nation were displayed. A splendid tribute from Mr. Hill's good friend, John Robert Gregg, was read.

Dancing, interspersed with professional acts, concluded the evening's enjoyment.

THE death of Miss Cora E. Holland on February 27 in DePaul Hospital, St. Louis, Missouri, has removed from the teaching profession one of the pioneer teachers of Gregg Shorthand; Miss Holland had the distinction of being the first Gregg teacher in the public schools of Detroit. Her success with this first class of Detroit students resulted in the adoption of Gregg in all the Detroit high schools.

Miss Holland received her pedagogic training in the Mount Union College (Ohio) and in Gregg College, Chicago. For many years she was in charge of the shorthand department of the Detroit High School of Commerce, until illness forced her to take a leave of absence in December, 1930.

Miss Holland was one of those rare teachers who was "wrapped up" in her profession and in the progress of her students. Her untiring efforts to make them proficient shorthand writers won for her the love and admiration of her students and fellow teachers.

In 1917 Miss Holland served as vice president of the Gregg Shorthand Federation, and throughout her entire teaching career she was actively engaged in the betterment of the methods of teaching shorthand and typing.

DR. WALTER E. RANGER, Commissioner of Education and Secretary ex-officio of the Board of Trustees of the Rhode Island College of Education, announces that at the meeting of the board held February 4, 1932, reciprocal relations were established between Rhode Island College of Education and Bryant-Stratton College of Business Administration, Providence, whereby selected students of both institutions may attend classes of the other and, upon satisfactory completion of two years' Commercial Teacher Training and two years' academic training be candidates for the degree of Bachelor of Science in Commercial Education from Bryant-Stratton College and of Bachelor of Education from Rhode Island College of Education.

This coöperation on the part of the two

colleges will result in elevating the qualifications of commercial teachers to meet the latest requirements expected in their preparation for teaching commercial subjects in the public high schools, junior high schools, or private schools or colleges. The resolution was presented by Dr. Alger, President of Rhode Island College of Education, and adopted by the Board of Trustees of the College.

Further provision has also been made, through the office of the Commissioner of Education of Rhode Island, that students who already have completed two years of academic training or more at an approved college or university, and who qualify for the degree of Bachelor of Science in Commercial Education at the end of their two years' training at Bryant-Stratton College, will be accredited for the professional teachers' certificate granted by the State and be eligible for commercial teaching positions in the public high schools, junior high schools, or private schools or colleges.

Graduates of high schools completing the two-year commercial teacher-training course at Bryant-Stratton College may be given a provisional certificate, the renewal of which will depend upon the approval earned by the candidate for improved service.

POETRY and commercial education are not commonly thought of in combination, but that they are not incompatible is proved by the news that Dr. Walter P. Steinhäuser, president of LeMaster Institute, Asbury Park, New Jersey, is represented in the "Anthology of Contemporary World Poetry," issued from the Mitre Press of London, in February. The title of the poem published is "The Giver and the Gift." He was nominated for inclusion in this work by Mrs. Margaret Ball Dickson, Professor of Creative Writing at Valparaiso University, who is one of the American representatives.

A bibliography of Doctor Steinhäuser's work has been included in Volume II of "Who's Who in Poetry in the United States," appearing in March.

ANOTHER expert is now extending Gregg service to the teachers of New York, Connecticut, and New Jersey—Mr. George W. Gaskill. He is no newcomer to commercial classrooms, however, for you have known him for more than nineteen years as an Underwood exponent *par excellence* and former World's Amateur Typewriting Champion. Entering the Underwood Typewriter Company as a speed typist, he became one of their "crack" demonstrators, and later supervised the vast system of typewriting awards inaugurated by the Underwood. It is a pleasure to announce that Mr. Gaskill has joined the Gregg staff this year.

EDITORIAL COMMENT

ON SUNDRY TOPICS

Some Observations on Strange Delusions About Mathematics

THE more we attempt to answer the questions propounded by teachers the more we are impressed by the fact that teachers are idealists, regardless of the good-natured flings we occasionally take in answering these questions. To be meticulously mathematical becomes, with teachers of shorthand and typewriting at least, almost an obsession. Perhaps, in a measure, this is fortunate, because, after all, they are teachers, and therefore idealists, and unless they hold their students up to a high standard of achievement the results will be anything but satisfactory.

Nevertheless, idealism has its limitations, no matter how beautiful it may be in theory or how righteous we feel when we have succeeded in imposing formulæ that seem to us to be based on an ideal conception, even if not on common sense. These thoughts are inspired by several queries or criticisms that have come to us of late.

In one of these the teacher was highly pleased with one of the typing books in our new series, except that he (actually a *he* in this instance) found in one place that a center heading was started at 35 instead of 34 on the scale, and that, for him, threw a monkey wrench into the machinery. The truth is, of course, that one space either way in a centered heading on any ordinary piece of typing does not make the slightest difference, since the right margin must necessarily present a somewhat uneven impression, owing to the variability of length in typewritten lines. If a heading is reasonably well centered over the whole typewritten mass below it, that is all that can be expected.

The right margin is an uncertain factor, and the most that can be done is to make an estimate of where a vertical line would fall if drawn down the right margin of a page equidistant between the ending of the average short and the average long line. If we select a point that takes into account the average short line, the heading would be thrown too far to the left. On the other hand, if we

based it on the average long line, it would have the appearance of being placed too far to the right. Of course, if one wanted to spend a great deal of time figuring the matter out on a mathematical basis, it would be possible to satisfy the most mathematically-minded critic—but what would be the use?

The eye can usually be depended upon to help us place a heading properly. If we are using a six-inch or any other length line, and are careful to return the carriage promptly after the warning bell, we can center the heading on that basis, but, even so, this position would be somewhat modified by the unevenness of the right margin. In the International Typewriting Contest Rules the range in the ending of right-margin lines is from 61 to 76, which shows the wide latitude of uneven right margin allowed. But this, we think, is not good practice. There is no use in allowing so wide a difference in line length, except in a contest, where it is almost impossible to lay down definite rules in a more or less artificial situation.

An improvement on mere guesswork perhaps could be found in typing the page first and inserting the heading afterwards. It must be remembered, however, that very little typewritten work is subjected to the severe criticism just mentioned. The main points are: Is it accurate, does it give a good appearance, is it done rapidly?

Another criticism came from a teacher who simply "would not have anything to do with a typing book" containing a letter in which the right margin was one letter-space too narrow or too wide—we do not know which! So there!

Still another teacher wrote us that the paragraphing in a certain letter was wrong, she thought, because the paragraphs apparently were indented but *one space*. Upon investigation we found that the letter in question was set in regular printing type to be transcribed on the typewriter. This, of course, called for an explanation, since the teacher

had not interpreted the situation correctly. Paragraphs in printed matter are usually indented one pica—one sixth of an inch—with which our usual five-space indentation on the typewriter corresponds accurately enough. In this particular case it was the "job" of the student to set the letter up properly—the exercise was designed and assigned with that purpose in view.

Another point that gives some teachers trouble is whether or not there is "too much" or "too little" material in the typing text. Our hats are off to those who think there is "too little." Let us be mathematical for a moment to make our "too little" position clear.

It is unfortunate that we speak of a "year's work" or "two years' work" in either shorthand or typing. The expression "one year" or "two years" seems to indicate a very long time. But if we express this in terms of hours or minutes actually devoted to the subject, we have an altogether different situation. For example, the average high school year is in the neighborhood of nine months, or thirty-six weeks, in length—five days a week, one period a day. To be liberal, we shall call the year's length forty weeks. That gives us two hundred periods—in hours. Even though the period is scheduled as forty-five minutes, if the student actually can utilize thirty minutes a day in typing he will be lucky. Consequently, about one hundred actual hours constitute the year's work. Basing our estimate on the usual business day of seven hours, the student devotes the equivalent of about fifteen days in the school year to typing!

The point of this whole matter is this: If we want to get the best out of this limited time, we must crowd as much typing experience into it as possible. The first point of improvement is to make the forty-five minutes, or whatever the length of period is, yield as much as possible in the way of results—not in getting ready for the typing and in discussing it at length. One way of doing this is to get a proper appreciation of the factors involved in learning typing.

In the first place, the student must learn to use the machine as a tool. There are two phases to this accomplishment. The first involves learning the technique of typing—how to operate the machine economically, accurately, and rapidly. In doing this, the kind of copy he turns out need not be stressed, except within a range definitely significant to reveal to the teacher whether or not the correct technique is being employed. At this stage technique is of major importance and "copy" minor.

In the second phase, the student comes to the problem of using his skill in turning in acceptable typing of a practical nature. These two aims cannot be effectively combined in the early stages. We are strongly in favor

of a maximum amount of time being devoted to developing a correct technique and the load of "correct" work increased as the practical stages are approached.

Whether or not a typing book contains too much or too little material depends largely on how it is used. If the teacher insists on making a fetish of "perfect copy" on material that is obviously intended for technique practice, progress will be slow and the results unsatisfactory. The student will have no opportunity to gain the richness of experience in typing that is necessary for him to make the progress that will inspire him to greater effort, or furnish the satisfaction that comes from successful achievement. The technique learning will be too long drawn out and the student will lose interest.

In a typing text, provision must be made roughly for three levels of accomplishment... the students gifted with the highest ability must have work that will enable them to reach a level of skill commensurate with their abilities. The average student will fall below this level both in the amount of work accomplished and in the quality of it. He will not be able to turn out all the work prescribed if he has only the same amount of time at his disposal that the more gifted student has. Still lower in the scale is the student who has to reach his goal by dint of hard work and plenty of it. He will naturally fall below the standards of the "average" student. These factors the teacher must take into account in his teaching. The lowest-level student will have to be content with an inferior standard or devote more time to the subject.

In the present series of Gregg Typing textbooks we have endeavored to provide adequately for each level. We have so designed and arranged the material that the lowest-level student will go through a cycle of experiences that will give him fundamental technique ability and a foundation upon which he can go on with the certainty that his talents and efforts will yield the maximum of results for the time and effort expended.

To get back for a moment to "mathematics," the theme upon which these thoughts were developed. Typewritten material is not mathematical. The question of "art" is to be considered also. Mathematics applies so far as accuracy of words, figures, and the conventions of writing are concerned. Art comes in in the arrangement of the material so that it gives a pleasing appearance and helps in interpretation. And another question that arises is, Does it meet the situation from a practical point of view? We may arrange a piece of material quite mathematically, but would the time necessary to work the problem out compensate for the reduction in production that such a procedure undoubtedly would bring about?

Summer School Directory for 1932

SPECIAL COURSES in Commercial Teacher Training will be offered this summer at the following schools according to announcements sent us recently. This list includes all schools from which information is now on hand. Any additional listings received before April 10 will be reported in our May issue.

Alabama

ALABAMA COLLEGE MONTEVALLO

Content and Methods Courses in Shorthand, Typewriting, Bookkeeping, and related subjects: Lelah Brownfield and Mrs. Louella Grissom

Two terms—June 9 to July 16; July 17 to August 20
Lelah Brownfield, Head of Department
Dr. T. H. Napier, Director of Summer School

UNIVERSITY OF ALABAMA UNIVERSITY

Beginning courses in Shorthand and Typewriting: L. C. McIntyre

Two terms—June 8 to July 20 (approximate); July 20 to August 18

L. C. McIntyre, Head of Department
Dr. John R. McClure, Director of Summer Session

Arizona

ARIZONA STATE TEACHERS COLLEGE FLAGSTAFF

Shorthand, Typewriting, and Secretarial Principles (3-6, 3 and 2 credits respectively): Edna Dotson; Accounting Principles, Elementary and Advanced (3 credits each): Tom Bellwood; Junior Business Training (3 credits): Dr. Earl W. Atkinson; Methods Courses in Shorthand, Secretarial, Bookkeeping and Accounting, Junior Business Training (3 credits each): Dr. Earl W. Atkinson; Tests and Measurements (4 credits): Bopp; Vocational Guidance (4 credits): Spanabel

June 6 to July 8; July 11 to August 12

Dr. Earl W. Atkinson, Director

Arkansas

ARKANSAS STATE TEACHERS COLLEGE CONWAY

Content and Methods Courses in Shorthand, Typewriting, Bookkeeping, Commercial Law: C. C. Calhoun

Two terms—June 15 to July 25; July 25 to August 30 (approximate)

C. C. Calhoun, Director

California

ARMSTRONG COLLEGE BERKELEY

Shorthand Theory (3 and 5 units): Louise H. Dunkel,

Mrs. Sadie Nickell, Ann Bennett; Shorthand Methods (2-3 units): J. E. Armstrong; Typewriting Theory (3 units): Florence Land, Edith Makey; Accounting Theory (3 and 3 units): Donald F. Capen, W. B. Holmes, Frank A. Waring; Business Management (3 unit courses): Rosalie Winslow, Wilbur W. Diehl, Charles J. McIntosh, George A. Leatherman; Accounting Methods (2-3 units): Roland K. Abercrombie; English Theory and Methods (2 and 3 units): Mary G. Embleton, Rosalie Winslow, Charles J. McIntosh; Business Practice Theory and Methods (1 unit, 2-3 units, respectively): Ralph Wenz; Junior Business Training Methods (2-3 units): Roland K. Abercrombie; Administration (3 units): R. K. Abercrombie; Secondary Education (3 units): J. Frank Day
June 27 to August 5
J. Evan Armstrong, Director

UNIVERSITY OF CALIFORNIA BERKELEY

Shorthand Methods and Demonstration (3 units): Mrs. Jean Vance Jensen; Typewriting Methods and Demonstration (3 units): Irene Grady; Accounting Principles, Elementary and Advanced (3-4 units): Prof. H. S. Noble
Interession, May 10 to June 18; Summer Session, June 23 to August 3
Prof. Harold L. Bruce, Director

SOUTHWESTERN UNIVERSITY LOS ANGELES

Content Courses in Shorthand, Typewriting, Accountancy
June 20 to September 10
Dr. J. J. Schumacher, Director

UNIVERSITY OF CALIFORNIA, SOUTHERN BRANCH LOS ANGELES

Typewriting Methods and Demonstration (3 credits): Clyde E. Rowe; Elements of Accounting (6 credits): Otis E. Muliken; Training and Supervision of Student Teachers (3 credits): Dr. Charles Wilkin Waddell; Supervised Teaching and Conferences (3 credits): Dr. Charles Wilkin Waddell; Practicum in Supervision (3 credits): Dr. Charles Wilkin Waddell
June 27 to August 6
Dean Gordon S. Watkins, Director

UNIVERSITY OF SOUTHERN CALIFORNIA LOS ANGELES

Shorthand Curriculum and Methods (2 units): Eva M. Jessup; Typewriting Curriculum and Methods (2 units): Eva M. Jessup; Accounting, Elementary Content Course (4 units): Cox; Accounting Curriculum and Methods (2 units): Cox; Accounting, Public School Business Administration and School Finance (3 units): Thelsen; Supervision Courses (3 and 4 units): Dr. Benj. R. Haynes, Thelsen, Vierling Kersey, Mann, Whitney, Gist, Klipp, Dr. O. B. Hull; Junior Business Training Curriculum and Methods (2 units): Dr. Benj. R. Haynes
June 17 to July 20; July 29 to September 2
Dean Lester B. Rogers, Director

WOODBURY COLLEGE LOS ANGELES

Methods Courses in Shorthand, Typewriting, Bookkeeping and allied subjects. Special College instruction in Higher Accountancy, Business Administration, Secretarial Science

July 5 to August 12

R. H. Whitten, Director

Colorado

THE BURRE BUSINESS COLLEGE BOULDER

Courses giving credit toward State Commercial Teachers' Certificate—Shorthand: D. K. Burre; Typewriting: Mary Henderson; Bookkeeping: Nancy Mathews; also course in Office Appliances and Office Training

Two terms—June 20 to July 22; July 25 to August 26
D. K. Burre, Director

COLORADO STATE TEACHERS COLLEGE GREELEY

Shorthand Theory and Methods: S. C. Bedinger; Typewriting Practice, Methods and Problems: W. F. Kries and Dr. E. G. Blackstone (first term); Bookkeeping and Accounting, and Methods: Dr. A. O. Colvin; Research in Commercial Education—The Commercial Curriculum: Dr. A. O. Colvin and Dr. E. G. Blackstone (first term)

Two terms—June 18 to July 23; July 25 to August 27
G. W. Fraiser, President
A. O. Colvin, Head of Commercial Department

UNIVERSITY OF COLORADO BOULDER

Content and Methods Courses in Shorthand and Typewriting: C. W. Woodside and Myrtle Griswold; Accounting Principles and Practice: H. W. Kendrick; also courses in Advertising, Marketing, Budgets, and Principles of Commercial Education

Two terms—June 17 to July 22; July 22 to August 27
C. W. Woodside, Head of Department
Milo G. Derham, Director of Summer School

UNIVERSITY OF DENVER, SCHOOL OF COMMERCE DENVER

Content and Methods Courses in Shorthand, Typewriting, and Secretarial Training: Mary Leah Kotz; Methods in Accounting, and related subjects: Frances Fenton; Principles of Commercial Education, Junior Business Education, Organization and Supervision of Commercial Education: E. A. Zellot
Two terms—June 13 to July 20; July 21 to August 26
F. C. Onstott, Registrar and Director

WESTERN STATE COLLEGE OF COLORADO GUNNISON

Shorthand, Typewriting, Secretarial Training: Eva Carpenter; Accounting, Business Administration, Economics: P. E. Leavenworth
Two terms—June 11 to July 15; July 16 to August 20
P. E. Leavenworth, Head of Department
C. C. Casey, President

Connecticut

STATE SUMMER NORMAL SCHOOL NEW HAVEN

Methods of Teaching Shorthand, Methods of Teaching Typewriting, Principles of Commercial Education (2 semester hours credit each): George E. Mumford
July 6 to August 12
Franklin E. Pieros, Director

District of Columbia

THE CATHOLIC UNIVERSITY OF AMERICA WASHINGTON

Junior High School Commercial Curriculum, Survey of Commercial Education Curriculum, The Teaching of Bookkeeping in Secondary Schools (2 semester credits each): Clyde B. Edgeworth
June 24 to August 4
Roy J. DeFerrari, Director

WASHINGTON SCHOOL FOR SECRETARIES
WASHINGTON
 Shorthand and Typing Theory for beginners or as review: Mrs. Margaret Miller and Esther Bartlett
 July 5 to August 15
 Mrs. Adria C. Beaver, Director

Georgia

HATTON BUSINESS COLLEGE
ATLANTA
 Gregg Shorthand, Touch Typing, Business English, Letter Writing, Spelling, Bookkeeping, Accounting, Commercial Law: M. E. Baldwin, Vera Crowe, C. K. Denko, M. W. Hatton, S. P. Hatton
 June 8 to August 14
 S. P. Hatton, Director

GEORGIA STATE COLLEGE FOR WOMEN
MILLEDGEVILLE
 Stenography—Gregg Shorthand 1 and 2, Typewriting 1, 2, 3, and 4: Florence Barnett
 June 8 to July 17
 Dean E. H. Scott, Director

Illinois

DE PAUL UNIVERSITY SECRETARIAL COLLEGE
CHICAGO
 Content and Methods Courses in Shorthand: L. R. Hoyt; Typewriting: B. G. Doyle; Bookkeeping: F. T. Moriarty; also courses in Business English, Secretarial Practice, Economics, Business Law
 June 26 to August 4
 H. L. Klein, Dean of the Secretarial College

GEM CITY BUSINESS COLLEGE
QUINCY
 Shorthand: T. W. Musselman, Helen Heather, Louise Dawson, Alice C. Lease; Typewriting: Faye Mathis; Bookkeeping: C. I. Smith and C. Dorothy Bader; Commercial Law and Arithmetic: W. T. Brown; Penmanship: H. P. Behrensmeier
 June 1 to August 26
 T. E. Musselman, Director of Summer School
 D. L. Musselman, President

THE GREGG COLLEGE
CHICAGO
 Content and Methods Courses in Shorthand Theory: W. W. Lewis; Advanced Shorthand: Helen W. Evans; Typewriting: K. Olive Brucher; Secretarial Practice: Jessie Lu Holm; Accounting: Perry Singer; Principles of Junior Business Education: N. B. Curtis
 July 5 to August 12
 Henry J. Holm, Principal

ILLINOIS COMMERCIAL COLLEGE
CHAMPAIGN
 Shorthand Theory, Dictation, and Teaching Methods: Nels

Barry; Typewriting Theory and Methods: Mrs. Mary Mrgudich; Bookkeeping Theory and Methods: Paul M. Green; also teachers' course in Secretarial Practice June 6 to July 15; July 18 to August 26
 J. R. Colbert, President

ILLINOIS STATE NORMAL UNIVERSITY
NORMAL
 Shorthand: Mary D. Webb, H. F. Admire; Typewriting: Ruth M. Cleary, H. F. Admire; Accounting: H. F. Admire, Arthur Williams; Business Organization, Marketing: Margaret Peters; Materials of Junior Business Training: Ruth M. Cleary; Business Law: Arthur Williams. All courses offered in the first summer term, shorthand and typing only in the second term
 Two terms—First term opens June 11; second term opens July 23
 Arthur Williams, Director
 Commerce Education Division

SOUTHERN ILLINOIS STATE TEACHERS COLLEGE
CARBONDALE
 Content and Methods Courses in Shorthand and Typewriting: Emma Francis; Accounting, Penmanship, Commercial Law: T. L. Bryant
 Two terms—June 6 to July 15; July 18 to August 26
 T. L. Bryant, Head of Department
 H. W. Shryock, Director

UNIVERSITY OF CHICAGO
CHICAGO
 Methods of Teaching Shorthand, Tests and Materials in Shorthand, Methods in Typewriting: Ann Brewington; Business Education Problems: H. G. Shields
 Two terms—June 20 to July 22; July 25 to August 26
 W. H. Spencer, Dean, School of Commerce and Administration

WESTERN ILLINOIS STATE TEACHERS COLLEGE
MACOMB
 Beginning and advanced Shorthand: Ethel Richards; beginning and advanced Typewriting: Velma Sollars; Accounting, Business Administration, Commercial Law, Arithmetic, Penmanship: D. Clyde Belghay
 Two terms—First term opens June 13; second term opens July 22
 D. C. Belghay, Head of Department
 Dr. W. P. Morgan, President

Indiana

BALL STATE TEACHERS COLLEGE
MUNCIE
 Content Courses in beginning and advanced Shorthand and Typewriting: Vernal H. Carmichael, Frances Botsford, Earl Clevenger; Bookkeeping: M. E. Studebaker and

B. M. Swinford; The Teaching of Shorthand and Typewriting in the High School, Objective Tests and Measurements Applied to Commercial Subjects: Vernal H. Carmichael; Problems and Methods in General Business Training, Curriculum Construction in Commercial Subjects, The Teaching of Bookkeeping in the High School: M. E. Studebaker; Business Administration, Law: B. M. Swinford
 Two terms—June 20 to July 23; July 25 to August 27
 M. E. Studebaker, Head of Department
 L. A. Pittenger, President

CENTRAL NORMAL COLLEGE
DANVILLE
 Content and Methods Courses in Shorthand and Typewriting: Mrs. Mary B. Johnson, Mrs. Blanche Wean; Accounting: Chester J. Elson. Special Methods Courses in Commerce, Commercial Arithmetic, Penmanship and Spelling, Office Appliances, Office Practice
 Three terms—May 5 to June 10; June 13 to July 15; July 18 to August 19
 Mrs. Blanche Wean, Head of Department
 Waldo E. Wood, President

INDIANA STATE TEACHERS COLLEGE
TERRE HAUTE
 Beginning and Advanced Shorthand: Kate Browning; Beginning and Advanced Typewriting: Irma Ehrenhardt; Beginning and Advanced Bookkeeping: Frank Grove; Secondary School Commercial Education, Methods in Bookkeeping and Commercial Arithmetic, Principles of Business: Shepherd Young and Mr. Briedenbaugh; Penmanship and Spelling: Mr. Shade; Business Correspondence, Office Management, Secretarial Practice, Commercial Arithmetic: Miss Wood
 Two terms—June 20 to July 22; July 25 to August 26
 Shepherd Young, Head of Department and Director of Summer School

ST. MARY'S COLLEGE
NOTRE DAME
 Content and Methods Courses in Shorthand, Typewriting, and related subjects
 June 23 to August 4
 Sister Irma, Director of Summer School

Iowa

IOWA STATE TEACHERS COLLEGE
CEDAR FALLS
 Beginning and Advanced Shorthand, Secretarial Training: Myrtle Gaffin; Beginning and Advanced Typewriting, The Teaching of Shorthand and Typewriting, Methods in Junior Business Training: Julia Mae Myers; Accounting, Commercial Cor-

respondence, Advertising, Marketing, History of Commerce: Geo. R. Mach; Accounting, Commercial Law, Problems in Commercial Education, Business Publications: R. O. Skar; Penmanship: H. C. Cummins.

June 1 to August 19
 Dr. Ira S. Condit, Head of Department
 O. R. Latham, President

THE STATE UNIVERSITY OF IOWA
IOWA CITY
 First term—Commercial Curriculum Construction, Review of Research in Commercial Education: B. F. Kyker; Second term—Problems of Teaching Shorthand: B. F. Kyker; Problems of Teaching Typing, Tests and Measurements in Commercial Education, Administration and Supervision of Commercial Education: E. G. Blackstone
 Two terms—June 10 to July 21; July 25 to August 25
 Dr. E. G. Blackstone, Head of Department
 P. C. Packer, Director of Summer School

Kansas

FORT HAYS KANSAS STATE COLLEGE
HAYS
 Beginning and Methods Courses in Shorthand and Typewriting; also courses in Business Law, Accounting, and Business Correspondence
 Two terms—May 31 to July 29; July 30 to August 26
 Leonard W. Thompson, Head of Department
 F. B. Lee, Dean

KANSAS STATE TEACHERS COLLEGE OF EMPORIA
EMPORIA
 Typewriting, Accounting, Business Law, Marketing, Business Cycles, Methods in Penmanship
 Two terms—June 1 to July 29; August 1 to August 26
 Dr. Ralph B. Pickett, Head of Department of Commerce
 Thomas W. Butcher, President

KANSAS STATE TEACHERS COLLEGE
PITTSBURG
 Content and Methods Courses in Shorthand and Typewriting: Mrs. Lillian I. Miller; Secretarial Training and Practice: Willa M. Dush; Accounting, Business Law, Business Administration: J. U. Massey and L. C. Guffey; Penmanship Methods: Mrs. Hallie Bennington
 Two terms—May 31 to July 29; July 30 to August 26
 J. U. Massey, Acting Head of the Department

Kentucky

BOWLING GREEN BUSINESS UNIVERSITY
BOWLING GREEN
 Methods in Shorthand: Mrs. Helen Weldy, D. D. Lessenberry; Methods in Type-

writing: Fannie Harrington, D. D. Lessenberry; Methods in Bookkeeping: J. R. Meany; Methods in Penmanship: V. J. Gillespie; Methods in Junior Business Training: S. E. Cranfill; Methods in Arithmetic: L. T. Dickey
Two terms—June 6 to July 9; July 11 to August 13
W. S. Ashby, Director of Summer Session

EASTERN KENTUCKY STATE TEACHERS COLLEGE RICHMOND

Shorthand: Edith G. Ford and Lucille Derrick; Typewriting: Anna D. Gill and Lucille Derrick; Bookkeeping: B. B. Richards; also courses in Business Law, Advertising, Salesmanship, Finance, Marketing, Investments
Two terms—June 6 to July 15; July 18 to August 26
Dr. W. J. Moore, Head of Department
H. L. Donovan, President

UNIVERSITY OF KENTUCKY LEXINGTON

Problems in Commercial Education, Methods and Materials in Junior Business Training: A. J. Lawrence
Two terms—June 13 to July 16; July 18 to August 20
A. J. Lawrence, Director of Commercial Teacher Training
Jesse E. Adams, Director of Summer School

Louisiana

LOUISIANA STATE UNIVERSITY, COLLEGE OF COMMERCE

BATON ROUGE
Content and Methods Courses in Shorthand and Typewriting: Howard M. Norton
June 8 to August 6
C. A. Ives, Dean

Massachusetts

BOSTON UNIVERSITY, SUMMER SESSION BOSTON

Principles and Problems in Commercial Education, Methods of Teaching Elementary Bookkeeping, Methods of Teaching Advanced Bookkeeping, Methods of Teaching Business Arithmetic, Methods of Teaching Commercial Geography, Methods of Teaching Shorthand (Gregg), The Teaching of Junior Business Training, Methods of Teaching Typewriting, Problems in Teaching High School Economics
July 5 to August 15
Dr. Alexander H. Rice, Director

SIMMONS COLLEGE BOSTON

Courses for Teachers in the following subjects, including both methods and subject matter: Accounts (elementary and advanced), Advertising, Business Organization, Commercial Education, Commercial

Geography, Commercial Law, Office Methods and Practice, Psychology for Teachers, Shorthand (elementary Gregg and Isaac Pitman), Shorthand-Typewriting (intermediate and advanced), Stenotype, Tests and Measurements, Typewriting (elementary)
July 5 to August 15
Dr. Edward H. Eldridge, Director

HARVARD UNIVERSITY, GRADUATE SCHOOL OF EDUCATION CAMBRIDGE

SH1, Principles of Vocational Education: Dr. Fred C. Smith; SH2, Principles of High School Commercial Education: Prof. F. G. Nichols; SH3, Organization and Supervision of Commercial Education: Prof. F. G. Nichols; SH17, Measurements in Commercial Education: C. E. Bowman
July 6 to August 16
Philip P. Chase, Director

BAY PATH INSTITUTE SPRINGFIELD

Bookkeeping, Accounting, Gregg Shorthand, Typewriting, Arithmetic, English, Commercial Law, Psychology
July 5 to August 13
C. F. Gough, Director

Michigan

THE BUSINESS INSTITUTE DETROIT

Content and Methods Courses in Shorthand and related subjects: Miss A. B. Mitchell; Bookkeeping, Accounting, Commercial Law, Business Administration: Albert Hemm
July 5 to August 30
A. F. Tull, President

CENTRAL STATE TEACHERS COLLEGE

MOUNT PLEASANT
Shorthand and Typewriting: Emma E. Carr; Bookkeeping and Business Law: F. E. Robinson
June 27 to August 5
F. E. Robinson, Head of Department
E. C. Warriner, President

CLEARY COLLEGE YPSILANTI

Life Certificate and Degree Courses, including Methods, in all commercial subjects, through affiliation with Michigan State Normal College
Two terms—First term opens June 27; Second term opens August 8
P. R. Cleary, President

UNIVERSITY OF MICHIGAN ANN ARBOR

Organization and Administration of Commercial Education, Research in Commercial Education, also courses in Methods of Teaching Bookkeeping: J. M. Trytten
June 27 to August 19
Geo. E. Myers, Head of Department
Edward H. Kraus, Dean of Summer Session

WESTERN STATE TEACHERS COLLEGE KALAMAZOO

Content and Methods Courses in Shorthand and Typewriting, The Teaching of Junior Business Science: Emma Watson; Beginning and advanced Accounting, The Organization of Secondary Commercial Education: E. D. Pennell
June 27 to August 5
E. D. Pennell, Head of the Department
D. B. Waldo, President

Minnesota

RASMUSSEN PRACTICAL BUSINESS SCHOOL ST. PAUL

Content and Methods Courses—Shorthand: Ida Carlson; Typewriting: Anna Becker; Bookkeeping: R. F. Zehner
July 5 to August 27
Walter Rasmussen, President

UNIVERSITY OF MINNESOTA MINNEAPOLIS

Methods in Commercial Teaching: L. B. Kinney
June 13 to July 13
L. C. Laurence, Director of Summer Schools

Mississippi

DELTA STATE TEACHERS COLLEGE CLEVELAND

Content and Methods courses in Shorthand and Typewriting: Mrs. Etta Eckles Pace
May 31 to August 12
Wm. N. Zeigel, Dean
W. M. Kethley, President

MISSISSIPPI STATE TEACHERS COLLEGE HATTIESBURG

Content and Methods courses in Shorthand, Typewriting, Commercial Law, Salesmanship, Secretarial Training; Principles of Business Education; Teaching of Commerce.
Two terms—June 6 to July 13; July 14 to August 19
B. A. Selby, Director of Summer Session

Missouri

CENTRAL MISSOURI STATE TEACHERS COLLEGE WARRENSBURG

Shorthand and Typewriting: Myrtle Downs and Ina Smith; Bookkeeping: Clay Anderson and Ina Smith
June 6 to August 11
W. E. Morrow, Head of Department
E. L. Hendricks, President

NORTHEAST MISSOURI STATE TEACHERS COLLEGE KIRKSVILLE

Advanced courses in Shorthand and Typewriting; Elementary and Cost Accounting; Commerce and Industry
May 30 to August 5
P. O. Selby, Head of Department
Eugene Fair, President

NORTHWEST MISSOURI STATE TEACHERS COLLEGE LEWIS

MARYVILLE
Typewriting and Penmanship: Minnie B. James; Accounting, Money and Banking: E. L. Kelley; Law: E. W. Mounce
June 1 to August 10
E. W. Mounce, Head of Department
Uel W. Lamkin, President

SOUTHEAST MISSOURI STATE TEACHERS COLLEGE CAPE GIRARDEAU

Shorthand and Typewriting: Clara L. Hoffman; Bookkeeping and Law: E. H. Newmeyer
May 31 to August 5
J. H. Newmeyer, Head of the Department
Dr. Joseph A. Serena, President

STATE TEACHERS COLLEGE SPRINGFIELD

Shorthand, Office Training, Typewriting: Mrs. Ruth T. Gibson, W. V. Cheek; Accounting: W. V. Cheek; The Teaching of Commercial Subjects: O. P. Trentham; Business Mathematics, Bank Management, Business Correspondence, Business Law: J. D. Delo
May 31 to August 4
J. D. Delo, Head of Department of Commerce
Dr. Roy Ellis, President

Montana

UNIVERSITY OF MONTANA MISSOULA

Beginning and advanced Shorthand and Typewriting, Teaching of Commercial Subjects in Secondary Schools: Emily Macley; Elementary and advanced Accounting: B. B. Sanford; Commercial Geography: E. R. Sanford
Two terms—June 20 to July 29; July 11 to August 19
R. C. Line, Dean of Department of Business Administration
C. H. Clapp, President

Nebraska

LINCOLN SCHOOL OF COMMERCE LINCOLN

Content and Methods Courses—Shorthand: Gertrude Beers; Typewriting: Trilla F. Gardner; Bookkeeping: D. B. Marti; also courses in Commercial Law, Business Correspondence, Salesmanship
June 6 to August 26
W. A. Robbins, President

NEBRASKA STATE NORMAL COLLEGE CHADRON

Elementary and intermediate Typewriting: Margaret Lienehan; Bookkeeping and Accounting, Advertising, Salesmanship, Penmanship Methods: Maude Ummel; Business

(Continued on page 362)

The Official Gregg Steno

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MARTIN J. DUPRAW

Certified Shorthand Reporter, New York, N. Y. Permanent holder of the World's Championship Shorthand Trophy, won in 1925, 1926, 1927

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The original shorthand plates for the Anniversary Edition of Graded Readings were written with one of the Official Gregg Stenographic Fountain Pens. Thus it may be seen that this pen, because of its light weight and perfect balance, is suited not only to the swiftest writing but likewise to the most artistic style of shorthand penmanship.

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Former World's Champion Shorthand Writer. Member of
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ness Correspondence: Margaret Lieneman

Two terms—June 6 to July 15; July 15 to August 26

Maude Ummel, Head of the Department

Robert I. Elliott, President

NEBRASKA STATE NORMAL AND TEACHERS COLLEGE KEARNEY

Shorthand: J. H. Hale; Typewriting: E. C. Sutton; Bookkeeping, Accounting, Commercial Law: Charles Apel

June 6 to July 15

Charles Apel, Head of the Department

George E. Martin, President

STATE TEACHERS COLLEGE PERU

Beginning Shorthand, beginning and advanced Typewriting, beginning Bookkeeping: Nona Palmer

Two terms—June 6 to July 13; July 14 to August 19

W. R. Pate, President

NEBRASKA STATE TEACHERS COLLEGE WAYNE

Shorthand and Typewriting: Arlie Sutherland; Bookkeeping: Jessie Stephens

June 6 to July 15

U. S. Conn, President

UNIVERSITY OF NEBRASKA, TEACHERS COLLEGE LINCOLN

Methods of Teaching Shorthand: Gertrude Beers; Methods of Teaching Typewriting: Luvicy M. Hill (Methods courses offered one term only)

June 10 to July 22

Luvicy M. Hill, Chairman, Commercial Arts Department
E. D. Moritz, Director of Summer Session

New Jersey

RUTGERS UNIVERSITY NEW BRUNSWICK

The Technique of Typing (3 hours); Administrative Problems of Business Education (3 hours); Tests and Measurements in Business Education (3 hours); The Teaching of Bookkeeping (3 hours); The Teaching of Elementary Business Training (3 hours); The Teaching of Shorthand (3 hours); The Teaching of Typewriting (3 or 4 hours); Teaching Materials in Business Education (3 hours); The Commercial Curriculum, Research Studies in Business Education. Instructors: Don T. Deal, B. E. LaVigne, Etta C. Skane, William H. Wythes

June 27 to August 5

Dr. C. E. Parich, Director

RIDER COLLEGE TRENTON

Principles of Secondary Education (3 semester hours); Typewriting Methods (3 semester hours); Teaching of Technique—Bookkeeping (3

semester hours); Vocational Guidance and Pre-Vocational Studies (3 hours); Methods of Teaching Shorthand (3 semester hours); Penmanship Methods and Blackboard Practice (1 semester hour); Problems of Commercial Education (3 semester hours). Instructors: Henry Cremer, Helen Cornish, A. J. Eby, Mrs. Emily Gibbons, W. E. Moore, C. E. Parich, R. E. Williams, June 21 to August 19

Dr. Joseph W. Seay, Director

New Mexico

NEW MEXICO NORMAL UNIVERSITY LAS VEGAS

Content and Methods Courses in Shorthand, Typewriting, Bookkeeping: S. J. Wanous, A. J. Perko; Research in Commercial Education: S. J. Wanous

Two terms—June 4 to July 13; July 14 to August 17

S. J. Wanous, Head of Commerce Department
Dr. H. C. Gossard, Director of Summer School

New York

NEW YORK UNIVERSITY NEW YORK

Principles of Business Education (4 points); Principles and Problems of Office Practice (4 points); Methods of Teaching Elementary Business Training (4 points); Methods of Teaching Bookkeeping and Business Practice (4 points); Methods of Teaching Gregg Shorthand (4 points); Methods of Teaching Advanced Bookkeeping, Accounting, Business Law, and Economics (4 points); Methods of Teaching Typewriting (3 points); Administration and Supervision of Business Education (3 points); Tests and Measurements in Business Education (3 points); Social-Business Subjects in Secondary Schools (3 points); Research Studies in Business Education (6 points); Administration and Supervision of Business Education (3 points); Social-Business Subjects in Secondary Schools (3 points). Instructors: Hugh Elmer Agnew, S. B. Carlin, Mrs. Margaret H. Ely, Paul S. Lomax, Herbert A. Tonne, W. C. Wallace
July 7 to August 17

Milton E. Loomis, Director

SYRACUSE UNIVERSITY SUMMER SESSION, SYRACUSE

Methods of Teaching Stenography, Typewriting and Office Practice (3 credit hours); Methods of Teaching Bookkeeping and Accounting (3 credit hours); Methods of Teaching Commercial Arithmetic (2 credit hours); Mrs. Clipping and Prof. Tilford, instructors.

June 27 to August 5

Ernest Reed, Director

North Dakota

STATE TEACHERS COLLEGE DICKINSON

Shorthand: Lois Carpenter; Typewriting and Bookkeeping: L. G. Pulver; also courses in Law, Accounting, Business Organization, Commercial Correspondence

June 13 to August 5

L. G. Pulver, Head of Department
Dr. C. L. Kjerstad, President

STATE NORMAL AND INDUSTRIAL SCHOOL ELLENDALE

Content and Methods Courses in Typewriting and Bookkeeping: O. A. Banks

June 13 to August 5

R. M. Black, Director

STATE TEACHERS COLLEGE MAYVILLE

Shorthand, Typewriting, Accounting, Business English: Gena Ostby

June 13 to August 8

Gena Ostby, Head of Department
C. C. Swain, President

STATE TEACHERS COLLEGE MINOT

Content and Methods Courses in Shorthand, Typewriting, Bookkeeping: Paul S. Seaman, Laura Wurtzel, Edna Hood; also courses in Salesmanship, Penmanship, Law, Accounting, Secretarial Practice, General Business Training

One term, opening June 20

George A. McFarland, President

STATE TEACHERS COLLEGE VALLEY CITY

Methods in Commercial Teaching, Content Courses in Typewriting: Florence Bailey; Marketing, Business Organization, Penmanship Methods: C. C. Crawford

June 13 to August 5

C. C. Crawford, Head of Department
Dr. Carlos Eben Allen, President

Ohio

ATHENAEUM TEACHERS COLLEGE CINCINNATI

Principles of Accounting, Economic Geography: R. G. Walters

One term

Rev. Carl J. Ryan, Director

JOHN CARROLL UNIVERSITY CLEVELAND

Methods Courses in Shorthand and related subjects: Mrs. Ida Epps
Dr. Hugh Graham, Director of Teacher-Training Division

DENISON UNIVERSITY GRANVILLE

Content and Methods Courses in Shorthand and Typewriting: Marie Mausius
June 14 to August 6
E. E. Hawes, Dean of the

Summer School and Head of the Department of Education

KENT STATE COLLEGE KENT

Content and Methods Courses in Shorthand and Typewriting: Amanda Lee Thrasher; Bookkeeping, Marketing, Transportation: J. E. Magee

Two terms—June 13 to July 22; July 25 to August 26
J. E. Magee, Head of Department
J. O. Engleman, President

MIAMI UNIVERSITY OXFORD

Shorthand and Typewriting, Office Organization and Machines: Mary W. Jones; Principles of Accounting: J. M. Peterson. (Commercial subjects first term only)

Two terms—June 20 to July 29; August 1 to September 2

J. V. McMillan, Director of Summer School
E. J. Ashbaugh, Dean, School of Education

OHIO UNIVERSITY, SCHOOL OF COMMERCE ATHENS

Beginning Shorthand and Typewriting: Doris Sponseller; The Teaching of Commercial Subjects, Introductory Accounting: Ralph F. Beckett
One term of nine weeks

C. M. Copeland, Director, School of Commerce

Oklahoma

EAST CENTRAL STATE TEACHERS COLLEGE ADA

Methods of Teaching Shorthand and Typewriting: Myrtle Sturdevant; Methods of Teaching Bookkeeping and Commercial Law: W. J. Bentley

One term of nine weeks

Myrtle Sturdevant, Associate Professor of Business Education
Roxie Hargis, Secretary of the Summer School

CENTRAL STATE TEACHERS COLLEGE EDMOND

Content and Methods Courses in Shorthand, Typewriting, and related subjects: Hattie G. Potter

Two terms—May 23 to July 22; July 25 to August 12
Dr. M. A. Besson, President

NORTHEASTERN TEACHERS COLLEGE TAHLEQUAH

Content and Methods Courses in Shorthand and Typewriting, also Advanced Business Correspondence

Two terms—May 23 to July 22; July 23 to August 13
R. N. Tarkington, Head of Department of Commerce
R. E. McIntosh, Director of Summer School

**NORTHWESTERN STATE
TEACHERS COLLEGE
ALVA**

Content and Methods Courses in Shorthand, Typewriting, Secretarial Science, Business English; also courses in Accounting and Business Law
May 23 to July 22

Alice Eckel, Head of the Department of Commerce
Dr. W. W. Parker, President of the College

**OKLAHOMA AGRICULTURAL
AND MECHANICAL COLLEGE
STILLWATER**

Beginning Shorthand and Typewriting; Irma Crowe; Intermediate Shorthand, Advanced Typewriting; Maye Hylton; Dictation and Methods of Teaching Shorthand; Willard Rude; Methods of Teaching Bookkeeping; Mr. Merrell

Two terms
Willard Rude, Head of Department
Dr. Herbert Patterson, President

**SOUTHWESTERN STATE
TEACHERS COLLEGE
WEATHERFORD**

Content and Methods Courses in Shorthand, Typewriting, Bookkeeping, and related subjects; Bowena Wellman
May 23 to July 23
E. E. Brown, President

**UNIVERSITY OF OKLAHOMA
NORMAN**

Content and Methods Courses in Shorthand and Typewriting; Rose Leske
June 8 to August 5
Ellsworth Collings, Director of the Summer Session

Oregon

**OREGON STATE AGRICULTURAL COLLEGE
CORVALLIS**

Shorthand Content: Mrs. Minnie DeMotte Frick (3 credits); Shorthand Methods: Mrs. Minnie DeMotte Frick (6 credits); Accountancy Content and Methods: L. C. Ball (3 credits each); Advertising and Salesmanship Content: H. T. Vance (3 credits). Dr. H. D. Hoyt, newly-elected Dean of the School of Commerce, will also have charge of some classes in Commercial Education.
June 20 to July 29

Dean M. Ellwood Smith, Director

**UNIVERSITY OF OREGON
EUGENE**

Senior Thesis in Business Administration; Investments; Merchandising, (3 hour credits each)
Dean David E. Faville
June 20 to July 29
Alfred Powers, Director

**NORTHWESTERN SCHOOL
OF COMMERCE
PORTLAND**

Shorthand Content: Ethel M. Brackin; Shorthand Methods:

Mrs. Esther A. Short; Typewriting Content and Methods: Marie Prather; Accountancy Content and Methods: C. C. Newhouse; Advertising and Salesmanship Content Courses: C. C. Newhouse

June 20 to August 26
Charles F. Walker, Director

Pennsylvania

**STATE TEACHERS COLLEGE
BLOOMSBURG**

Methods of Teaching Bookkeeping (1 hour); Methods of Teaching Shorthand and Typewriting (2 hours); Business Mathematics (3 hours); Business Law (3 hours); Accounting (3 hours); Shorthand (Advanced Course - 2 hours); Typewriting (Advanced Course - 2 hours); Junior High School Exploratory Course (including Junior Business Training - 3 hours). Instructors, H. A. Andruss, Lewis B. Clark, Margaret Hoke
June 20 to July 30

Harvey A. Andruss, Director

**ELIZABETHTOWN COLLEGE
ELIZABETHTOWN**

Teaching of Commercial Mathematics (3 semester hours); Business English (3 semester hours); Shorthand and Methods (3 semester hours); Typewriting and Methods (3 semester hours); Commercial Geography (3 semester hours); Business Law (3 semester hours). Instructors, Luella M. Bowman, T. K. Musick, Ezra Wenger
June 27 to August 5

A. C. Baugher, Director

**GROVE CITY COLLEGE
GROVE CITY**

Principles of Commercial Education (3 hours); History of Commerce and Economic Geography (3 hours); Advertising (3 hours); Business Law (3 hours); Economics (3 hours); Commercial Mathematics (3 hours); Accounting (3 hours); Stenography (2-3 hours); Junior Business Training (3 hours); Typewriting. Instructors, G. J. Bridges, Prof. Collings, Lalla Kitchenstein, F. H. Sumrall, R. G. Walters
June 27-28 to August 5

President Weir C. Ketler, Director

**STATE TEACHERS COLLEGE
INDIANA**

Methods and Subject Matter Courses in all Commercial Subjects; Tests and Measurements. Usual Credits

June 20 to July 30
G. G. Hill, Director

**UNIVERSITY OF PITTSBURGH
PITTSBURGH**

Principles and Problems in Commercial Education (3 credits); Curriculum Making for Commercial Courses (2 credits); Methods and Materials of Teaching Gregg Short-

hand (2 credits); Methods and Materials of Teaching Junior Business Training (2 credits); Methods and Materials of Teaching Bookkeeping (3 credits); Content and Method of Teaching Business English (3 credits); Tests and Measurements (2 credits). Instructors, D. D. Lesenberry, Lecturer McCarty, Prof. Rice

Two-week Session—June 13 to June 24
Six-week Regular Session—June 28 to August 5
Mr. F. W. Shockley, Director

**MARYWOOD COLLEGE
SCRANTON**

Shorthand, Typewriting, Banking and Finance, Bookkeeping, Business English, Business Writing, Commercial Geography, Commercial Law, Commercial Mathematics, Elementary Accounting, Business Practice, Education Theory and Method, Practice Teaching, Office Management, Office Practice. (Credit for each course)

June 20 to August 1

Sister M. Immaculata, Director

**SUSQUEHANNA UNIVERSITY
SELINGROVE**

Shorthand, Typewriting, Office Practice, Business English, Commercial Law, Commercial Geography, Principles of Economics. (3 hours credit each.) Instructors, Miss Armagost, Dr. Leese, Prof. Reits

June 25 to August 6

Dr. F. G. Williams, Director

Rhode Island

**BRYANT-STRATTON COLLEGE
PROVIDENCE**

Intensive courses in Shorthand, Typewriting, Bookkeeping, Elementary Accounting, English, and allied subjects; Methods of Teaching Commercial Subjects. Blanche G. Stickney, B. S. S., Nelson J. Galski, B. S. in B. A.

July 27 to August 18

Harry Loeb Jacobs, Director

South Dakota

**NORTHERN STATE TEACHERS COLLEGE
ABERDEEN**

Content and Methods Courses in Shorthand and Typewriting; Mr. Trickey and Mr. Welsh; Principles of Commercial Education: Mr. Trickey
June 6 to July 15

Merle Trickey, Head of Commercial Department
Dr. David Allen Anderson, President

**SPEARFISH NORMAL
SCHOOL
SPEARFISH**

Content and Methods Course in Typewriting: Guy A.

Jacobs; Penmanship: Ida D. Henton

June 6 to July 15

Ida D. Henton, Head of Department
Dr. E. C. Woodburn, President

**UNIVERSITY OF SOUTH DAKOTA
VERMILION**

Content and Methods Courses in Shorthand and Typewriting: Lucile Pixley
June 6 to July 15

Dr. Wm. H. Batson, Director of Summer School

Texas

**BAYLOR UNIVERSITY,
SCHOOL OF BUSINESS
WACO**

Content and Methods Courses in Shorthand and Typewriting: Etta Claire Jolley; Bookkeeping: Monroe S. Carroll; also courses in Office Management and Business Correspondence

Two terms—June 6 to July 13; July 14 to August 19
Prof. G. W. Harris, Director, School of Business
Dr. T. D. Brooks, Dean of Summer Schools

**COLLEGE OF ARTS AND
INDUSTRIES
KINGSVILLE**

Content and Methods Courses in Shorthand and Typewriting: Clara W. Glass; Bookkeeping: George W. McCully
Two terms—June 2 to July 15; July 16 to August 23

Dr. R. B. Cousins, President

**COLLEGE OF INDUSTRIAL
ARTS
DENTON**

Content and Methods Courses in Shorthand and Typewriting: Roy L. McPherson; Bookkeeping: Lee E. Johnson; also courses in Marketing, Investments, Money and Banking

Two terms—June 8 to August 9; August 9 to August 30
Ruth Douglass, Director of Department of Business Administration
E. V. White, Summer School Director

**EAST TEXAS STATE
TEACHERS COLLEGE
COMMERCE**

Content and Methods Courses in Shorthand, Typewriting, Bookkeeping, and other commercial subjects: Stanley Pugh
Two terms—June 6 to July 16; July 18 to August 26
Stanley Pugh, Head of Department
Dr. Sam Whitley, President

**NORTH TEXAS AGRICULTURAL AND MECHANICAL
COLLEGE
ARLINGTON**

Content and Methods Courses in Shorthand and Typewriting: Zelda Ramsey; Bookkeeping and Accounting: W. L. Watson and B. C. Barnes

Two terms—June 6 to July 16; July 18 to August 27
W. L. Watson, Director of Summer School

NORTH TEXAS STATE TEACHERS COLLEGE DENTON

Methods Courses in Shorthand, Typewriting, Bookkeeping, Penmanship, Commercial Arithmetic: A. A. Miller
Two terms—June 2 to July 9; July 11 to August 23
A. A. Miller, Head of the Department
Dr. B. L. Marquis, President

SAM HOUSTON STATE TEACHERS COLLEGE HUNTSVILLE

Content and Methods Courses in Shorthand and Typewriting: Willis Smith; Accounting: L. L. Rupert; also courses in Salesmanship and Advertising
Two terms—June 6 to July 16; July 18 to August 26
L. L. Rupert, Head of Department
H. F. Estill, President

STEPHEN F. AUSTIN STATE TEACHERS COLLEGE NACOGDOCHES

Content and Methods Courses in Shorthand and Typewriting: M. Jessie Hickman, Mary Ramsey; Bookkeeping and Business Law: J. H. Wisely
Two terms—June 6 to July 16; July 18 to August 30
J. H. Wisely, Head of Department
A. W. Birdwell, President

SUL ROSS STATE TEACHERS COLLEGE ALPINE

Content and Methods Courses in Shorthand, Typewriting, Bookkeeping, Salesmanship: P. M. Penrod and H. Oliver
Two terms—first term opens June 6
H. W. Morelock, President

WEST TEXAS STATE TEACHERS COLLEGE CANYON

Content and Methods Courses in Shorthand: W. E. Lockhart; Typewriting: H. R. Jennings; Bookkeeping: W. E. Lockhart and H. R. Jennings; Commercial Law: W. E. Lockhart
Two terms—June 6 to July 17; July 18 to August 26
J. A. Hill, President

Utah

UTAH STATE AGRICULTURAL COLLEGE LOGAN

Shorthand Content: Mrs. Luella Hawley Eppey (2½

credits); Typewriting Content: Mrs. Luella Hawley Eppey (1 credit); Accountancy Content: Prof. P. E. Peterson (2½ credits)

June 6 to July 15
James H. Linford, Director

UNIVERSITY OF UTAH SALT LAKE CITY

Shorthand Content: Heber C. Kimball (2½ to 5 quarter credit hours); Typewriting Content: Heber C. Kimball (1½ quarter credit hours); June 13 to July 22
Dean Milton Bennion, Director

Vermont

UNIVERSITY OF VERMONT BURLINGTON

Typewriting, Secretarial Methods, and Teaching of Commercial Subjects: Prof. Catherine F. Nulty
July 5 to August 13
Bennett C. Daughlass, Director

Virginia

STATE TEACHERS COLLEGE FREDERICKSBURG

First Term—Business Organization (3 credits); Shorthand Methods (2 credits); Shorthand (3 credits); Typewriting (2 credits); Money and Banking (3 credits); Methods in Accounting (2 credits)
Second Term—Office Practice and Management (3 credits); Shorthand (3 credits); Typewriting (2 credits); Marketing (3 credits); Secretarial Practice and Procedure (2 credits); Secretarial School Commercial Education (3 credits)
Instructors, J. H. Dodd and Alice Wakefield
Two terms—June 13 to July 16; July 18 to August 20
M. L. Allstetter, Director

UNIVERSITY OF VIRGINIA, SUMMER QUARTER UNIVERSITY

Advanced Shorthand: Teachers' Course (first and second terms); The Teaching of Shorthand (first term); Secretarial Practice (first and second terms); Typewriting—Elementary (first and second terms), Intermediate (first and second terms), Advanced; The Teaching of Typewriting (first term); Bookkeeping—Elementary (first term), Intermediate (second term); The Teaching of Bookkeeping (first term); Bookkeeping—General Course (second term); Shorthand—Elementary (first and second terms), Intermediate (first and second

terms); Commercial Law (first term). Credit, 1 session-hour for each part. Instructors, Mrs. Bundy, Mr. Grimes, Mr. Hulvey, Mr. Kanady

Two terms—June 20 to July 30; August 1 to September 3
Dean Chas. G. Maphis, Director

Washington

GRIFFIN MURPHY BUSINESS COLLEGE SEATTLE

Shorthand Theory Review and Its Application to Teaching: J. F. Griffin, M. M. Murphy; Typewriting Fundamentals: Koebber; Accountancy Principles and Problems: M. M. Murphy
July 5 to August 26
J. F. Griffin, M. M. Murphy, Directors

UNIVERSITY OF WASHINGTON SEATTLE

Accounting Principles: Woodbridge and Cox (5 credits); Advance Accounting: Draper (5 credits); Economics of Marketing and Advertising: Henry A. Burd (2½ credits each term); Commercial Teachers Course: Draper (2½ credits each term)
Two terms—June 15 to July 22; July 25 to August 25
Henry A. Burd, Director

WILSON'S MODERN BUSINESS COLLEGE SEATTLE

Shorthand Content: Ruby Marquette, Sophie Albers, Georgina Stuart; Shorthand Methods: A. A. Peterson; Typewriting Content: Edna Halverson; Typewriting Methods: Miss M. Snowden Reed; Accountancy Content: T. H. Hays, A. W. Cooper, Mae McCulloch; Accountancy Methods: E. O. Draper; Salesmanship Content and Methods: T. H. Hays; Secretarial Training Content: Madge Warner
June 20 to August 31
A. A. Peterson, Director

BLAIR-HIGLEY BUSINESS UNIVERSITY SPOKANE

Shorthand Content: Gertrude Maland, Ella E. Higley, Irma Bannen; Typewriting Content: Irma Bannen, Juanita Burt; Accountancy Content: C. A. Monroe, E. L. Glick; Junior Business Training: Gertrude Maland, C. A. Monroe; Supervision: M. M. Higley
June 13 to August 20
H. C. Blair, Director

KINMAN BUSINESS UNIVERSITY SPOKANE

Content Courses in Shorthand, Typewriting, Accountancy, Salesmanship, Secretarial Shorthand and Typewriting Methods
June 6 to August 15
J. I. Kinman, Director

STATE COLLEGE OF WASHINGTON PULLMAN

Beginning Shorthand: Mrs. Vurley Nolan (3); Shorthand: Miss Marie McCarthy (4); Shorthand Review, Typewriting: Miss McCarthy (4); Beginning Typewriting: Miss McCarthy (1); Typewriting (Sec. 8 2, 3, 4): Mrs. Nolan (1); Accounting (taught only during first 4 weeks of summer session): C. Rollins Niswonger (2); Secretarial Work: Mrs. Nolan (2); Principles of Commercial Education: Clay D. Slinker (1); Supervision—High School Commercial Education: Mr. Slinker (1); Junior Business Training, Methods of Teaching Junior Business Training: Niswonger and Slinker.
June 13 to August 10
A. A. Cleveland, Dean of Summer Session

West Virginia

MARSHALL COLLEGE HUNTINGTON

Principles of Accounting (3 hours); History of Commerce (2 hours); Principles of Advertising (3 hours); Materials and Methods in First Teaching Subject (Commerce) (2 hours). Instructors, D. M. Belights, L. A. Wolfard
June 6 to August 5
J. B. Shouse, Director

Wisconsin

WHITEWATER STATE TEACHERS COLLEGE WHITEWATER

Shorthand: Edith V. Bisbee, Typewriting: Jane E. Clem, Bookkeeping: Paul A. Carlson
June 20 to July 20
Paul A. Carlson, Director of Commercial Education
C. M. Yoder, President

* Mr. Slinker, Supervisor of Commercial Education, Des Moines Public Schools, Des Moines, Iowa, will be at the State College from July 11 to August 10, when he will give the courses in Principles of Commercial Education, High School Commercial Education, and Methods of Teaching Junior Business Training.

Have you tried the new, inexpensive Dictation Records announced in the March and April Gregg News Letter? They will save you hours of time in giving that repetition drill that the students must have, and their cost is almost negligible! There are many other bits of interesting news in the monthly "Letter." Let us put you on the mailing list if you are not receiving a copy.

Canadian Teachers Win \$300 in Prizes



Some of the Prize Winners

Top Row (left to right) Fred S. Rawlinson, Moose Jaw Technical High School, Moose Jaw, Saskatchewan, winner of the first prize; Miss A. E. North, McLean's Commercial College, Vancouver, B. C., winner third prize; Thelma C. Russell, Winnipeg, winner fourth prize.

At Left (center) Ada Allingham, Commercial High School, Regina, Saskatchewan, winner fifth prize; (below) Philomene Robichaud, Montreal, Quebec.

At Right (center) Hendrica Riepssamen, winner sixth prize; (below) Marie E. Long, Central Continuation School of Buffalo, New York.



THE number of Canadian schools adopting Gregg Shorthand has been growing at such a rapid pace in recent years that the demand for teachers of Gregg Shorthand has been greater than the supply.

In order to assist in meeting this demand, The Gregg Publishing Company last year offered to Canadian teachers a correspondence course in Gregg Shorthand without charge, and, to encourage superior results, offered \$300 in cash prizes to be distributed on the basis of a final examination given to all the teachers who completed the course.

One hundred forty-nine teachers, representing every province in the Dominion and every type of school, enrolled in the course and, when the final examination was held recently, 116 were still enrolled—an unusually fine record and a tribute to the earnestness and high scholarship standards of the candidates.

The examination was conducted by a Board of Examiners composed of teachers of national reputation. The candidates were marked for knowledge of theory, neatness, and fluency of writing, and accuracy of application in transcribing.

Winners and Awards

Six provinces were represented in the final awards, Saskatchewan claiming three of the winners. The list of winners and awards follows:

First Prize—\$100—awarded to Fred S. Rawlinson, a graduate of Queen's University, Kingston, holding a Bachelor of Arts degree. Mr. Rawlinson also holds a Commercial Specialist certificate. He is the head of the Department of Commerce in the Moose Jaw Technical High School. This school was the

last of the three big schools in Saskatchewan to adopt Gregg Shorthand. The other two schools are the Commercial High School, Regina, and the Saskatoon Technical School. Mr. Rawlinson is to be congratulated upon winning first place in the contest, in which there were so many contestants enrolled.

Second Prize—\$75—awarded to Sister M. Ambrosia, St. Ambrose Convent, Yarmouth, Nova Scotia. Sister Ambrosia holds a Bachelor of Arts degree, a Superior Rank Diploma for Nova Scotia Public Schools, and a Bachelor's degree from Fordham University, New York. At the present time Sister Ambrosia is teaching high school subjects in St. Ambrose Academy, Yarmouth.

Third Prize—\$50—awarded to Miss A. E. North, McLean's Commercial School, Vancouver, British Columbia. Miss North holds a British Columbia third-class teacher's certificate, and is now in charge of shorthand, typewriting, and bookkeeping classes. Miss North is also vice principal of the school.

Fourth Prize—\$25—awarded to Miss Thelma C. Russell, of Winnipeg, Manitoba. We can best explain who Miss Russell is by saying that she is the daughter of one of the leading commercial educators in Canada, H. J. Russell, of St. John's Collegiate Institute, and is now attending St. John's College, which is affiliated with the University of Manitoba.

Fifth Prize—\$15—awarded to Miss Ada Allingham, a teacher in the Commercial High School, Regina, Saskatchewan. She is a normal school graduate, and while in Indian Head Collegiate, won a university scholarship.

Sixth Prize—\$10—awarded to Miss Hendrica Riepsamen, a graduate of the University of Saskatchewan, holding a Bachelor of Arts degree, and for a time a teacher in the Commercial High School, Regina.

Five Additional Prizes of \$5 each Awarded

Miss E. A. MacMillan, Victoria, B. C. Miss MacMillan holds an Ontario public school teacher's certificate, and now conducts her own school in Victoria.

Miss Philomene Robichaud, Montreal, Quebec. Miss Robichaud holds a New Brunswick normal school certificate, is an official court stenographer, and now conducts her own school, the College Commercial et Classique, at Montreal.

Sister M. Fabian, Loretto Academy, Niagara Falls, Ontario. Sister M. Fabian is at present teaching in Loretto Academy. She holds a commercial diploma from Furse Business College, and credits from De Paul University, Chicago.

Miss Lucy Sandell, Toronto, Ontario. Miss Sandell holds a second-class professional teacher's certificate obtained at the Brandon Normal School, Brandon, Manitoba, and taught for three and one-half years at Lenore, Manitoba.

Miss Marie E. Long, Buffalo, New York. Miss Long teaches in Girls' Continuation School, Buffalo, having received her training in the Albion Teachers' Training Class and Buffalo State Teachers' College.



When Teachers Exhibited Their Own Work at Newark, New Jersey

WHAT unsuspected talents and interests do teachers have outside of their profession?

A recent report to the Federal Office of Education from L. B. Johnson, Newark Teachers' Association, points out how teachers of one city, Newark, N. J., have devoted spare moments to cultural activities outside their actual school work.

An exhibit was held in Newark and teachers were asked to contribute objects which they had made, books or articles they had written, or any other illustration of their activities outside the profession. The bulk of the material they placed on exhibition included sculpture, oil paintings, period furniture, etchings, textile designs, jewelry made from precious metals, other metal work, pottery, costumes

and costume designs, architectural designs, models, photographs, lace and embroidery, hooked rugs, lamps and lamp shades, wall panels, and hangings.

There were several wood carvings by Moritz Loeffler, an oil painting by Gustav Cimiotti, reproductions of Heppelwhite, Chipendale, and Duncan Phyfe furniture, all the handiwork of the Newark teachers.

The report to the Federal Office of Education also mentions that many teachers who had done professional lecturing, singing, and dancing, and possessed dramatic talent contributed generously to all teacher entertainment programs.

Approximately 300 teachers took part in the entire exhibition of "outside interests and accomplishments."

Daily Lesson Plans in Gregg Shorthand

By M. E. Zinman, M.A., C.S.R.

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(Continued from the March issue)

Twenty-Ninth Week

First Day—Unit 31

AIM—To teach joined analogical word-endings.

REVIEW—Read Reading and Dictation Practice, page 132 of the Manual, assigned for today.

PREVIEW LETTER—This letter contains the words *suppose*, *nature*, and *position* which relate to today's presentation. Drill for a few moments on these words after presenting the letter itself.

Dear Mr. Renshaw:

I confess I cannot understand your reasons for resigning from your *position* in the²⁰ Credit Department, when only a short time ago you were so very anxious to obtain it. I *supposed* that⁴⁰ you thoroughly understood the *nature* of the work, and that you would be with us for a long time.

Of course, I have⁶⁰ no desire to interfere with your decision, but I would appreciate knowing what caused it.

Very truly⁸⁰ yours, (81)

PRESENTATION SENTENCES—These sentences contain review phrases of Unit 30, and joined word-endings of Unit 31.

(1) The ending *scribe* is expressed by *skr*, and *scription* by *skr* and *ish*.

subscribe Please let us know whether or not you will *subscribe* to our magazine.

description Your *description* of the magazine makes me want to subscribe to it.

(2) The endings *cient* and *tient* are expressed by *isht* and *ciency* by *ish-se*.

patient You have been told over and over again to be *patient* with all customers.

efficiency Your promotion depends to a great extent on your *efficiency*.

(3) The ending *pose* is expressed by *po*, and *position* is expressed by *po-ish*.

dispose We shall be able to *dispose* of this merchandise in a short time.

opposition Is there any *opposition* to the plan under consideration?

(4) The ending *pute* is expressed by *pu*, and *putation* by *pu-ish*.

dispute In my opinion the *dispute* can be settled out of court.

reputation In my opinion the *reputation* of this establishment is well earned.

(5) The ending *ture* is expressed by *r*, *ture* by *tr*.

secure You can *secure* a position at once through our agency.

picture I would like to know whether or not this *picture* is valuable.

ASSIGNMENT—

Review

New

Page 1—Brief forms, Units 18-1, once.

2—Words.

Par. 227, through word

3—Words, Units

departure, several

29, 28, 27, and

times.

26, once.

4—Sentences in class, three times.

5—Letters in class, three times.

SUMMARY LETTERS—These letters contain review phrases of Unit 30.

Dear Mr. Powers:

We are not at all pleased with the number of *subscriptions* you have *secured* this month. Of course, we²⁰ cannot *dispute* the fact that the *opposition* on the part of the customer is far greater than it has been⁴⁰ in the past. We do feel, however, that if you were more *patient*, you could *dispose* of many more magazines.⁶⁰

Hereafter, please let us know at least twice a week the number of *subscriptions* you have *secured*.

Very truly yours, (79)

Dear Mr. Bell:

We cannot understand how the *picture* we sent you could have been damaged. It was *securely* wrapped²⁰ in our shipping department, and was entirely free from blemishes when it was mailed to you.

However, if you⁴⁰ can *dispose* of this *picture*, we shall be glad to make a reasonable allowance for the damage.

We regret⁶⁰ the inconvenience this has caused you. Very truly yours, (74)

SUPPLEMENTARY DICTATION—Bisbee's, "Dictation for Beginners," page 142.

SECOND DAY

AIM—To teach joined analogical word-endings.

REVIEW—Dictate words assigned for today.

PREVIEW LETTER—This letter contains the following words which relate to today's presentation: *require, inspect, efficiency, inquire*. Drill for a few moments on these words after presenting the letter.

Dear Sir:

We are indeed surprised to receive your complaint about the condition of our merchandise when it reached²⁰ you. The clerks of our shipping department are *required* to *inspect* the contents of each package carefully and to⁴⁰ wrap it securely before mailing it. As a matter of fact, we are rather proud of the *efficiency* with⁶⁰ which our clerks handle these packages.

However, we shall *inquire* into this matter and shall report our findings⁸⁰ to you.

Very truly yours, (87)

PRESENTATION SENTENCES—These sentences contain review words of Unit 29.

(1) The ending *ual* is expressed by *l*; *tual* by *tl*.

eventual It was shortsighted of you not to see that this transaction would *eventually* end in a loss.

actual Kindly report the *actual* shortage at once.

(2) The ending *spect* is expressed by *sp*; *spection* is expressed by *sp-ish*.

prospect Is there any *prospect* of completing the transaction today?

inspection Upon *inspection* it was discovered that there was no actual shortage.

(3) The ending *quire* is expressed by *ki*.

acquire It is worth your while to *acquire* a better understanding of your work.

(4) The ending *pire* is expressed by *pi*.

expire I am inclined to believe that your insurance policy has already *expired*.

inspire The magnificent view was *inspiring*.

(5) The ending *nsive* is expressed by *n-sv*.

expensive The new school proved to be a very *expensive* undertaking.

extensive We are anticipating *extensive* alterations in our new store.

ASSIGNMENT—

- | Review | New |
|---------------------------------------|--|
| Page 1—Brief forms, Units 18-1, once. | |
| 2—Words, Units 30, 28, 27, 26, once. | |
| 3—Words, | Par. 227, first 5 lines, three times; second 5 lines, several times. |
| 4—Sentences in class, three times. | |
| 5—Letters in class, three times. | |

SUMMARY LETTERS—These letters contain review words of Unit 29.

Dear Mr. Fraser:

Upon *inspection* of my insurance policy I am convinced that it would be advisable²⁰ for me to get a new policy as soon as the old one *expires*. The policy will lapse shortly, and⁴⁰ I should like to have you write me a policy which is less *expensive* and *equally* protective.

Will you come⁶⁰ to the office this week and discuss it with me? I want to make sure that no detail is overlooked.

Very truly⁸⁰ yours, (81)

Dear Madam:

Enclosed is an advance notice of our "closing sale." Every transaction is final. Our lease has²⁰ *expired* and we are *required* to move by the end of next month.

You will have the opportunity of getting⁴⁰ *expensive* gowns at unheard-of low prices.

We invite your *inspection* and look forward to the prospect of meeting⁶⁰ you soon.

Cordially yours, (64)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," Units 31, pages 143 and 144—Analogical Word-Endings.

THIRD DAY

AIM—To continue the teaching of joined analogical word-endings.

REVIEW—Dictate words assigned for today.

PREVIEW LETTER—This letter contains the words which relate to today's presentation: *settlement, payment, and efficiency*. Drill for a few moments on these three words after you have presented the letter.

Dear Mr. Jennings:

When may we expect a *settlement* of your account? We do not like to seem impatient, but²⁰ actually two months have passed since you made the last *payment*. It is quite an expensive matter to keep an account⁴⁰ open for so long a time, and it interferes with the *efficiency* of our Accounting Department.

May⁶⁰ we expect a check by the end of the week?

Very truly yours, (76)

PRESENTATION SENTENCES—These sentences contain review words of Unit 28 as well as additional joined word-endings of Unit 31.

(1) The ending *gency* is expressed by *j-se*.

agency We have the exclusive *agency* for these instruments.

emergency You have instructions for such *emergencies*.

(2) The ending *sure* is expressed by *ish-u*; *jure* by *ju*.

assure I *assure* you that you will find the lecture uninteresting.

injure The contractor was *injured* during the construction of the building.

(3) *Flect* and *flict* are expressed by *fl*; *flection* and *fliction* by *fl-ish*.

conflict He detected a *conflict* in his examination schedule.

reflection The *reflection* of the electric light proved to be distracting.

(4) *Sult* is expressed by *su*.

result The instructor misinterpreted the *results*.

consultation After the *consultation* the doctor gave his patient several prescriptions.

(5) The jog is omitted in the termination *n-ment*. The suffix *ment*, which is taught in a previous lesson, is expressed by *m*.

consignment The *consignment* will be shipped according to instructions.

assignment Your shorthand *assignment* should be completed as carefully as any other contract.

ASSIGNMENT—

Review

New

Page 1—Brief forms, Units 18-1, once.

2—Words, Units 30, 27, 26, 25, once.

3—Words

Par. 227; through *defensive*, twice; rest of Par. 227, several times.

4—Sentences and letters in class, twice.

5—Read plate, page 139 of the Manual, and write shorthand outlines once.

SUMMARY LETTERS—These letters contain review words of Unit 28.

Dear Mr. Anderson:

We are pleased that, upon *reflection* on our offer, you have decided to become a²⁰ distributor of our merchandise in Albany. As we are not interested in selling any other⁴⁰ customers in your locality, you will practically have the exclusive *agency* for our goods.

A⁶⁰ *consignment* of merchandise will be shipped to you regularly each month. In the event of an *emergency*,⁸⁰ however, just wire us and you will get whatever you need at once.

We assure you that we shall do all in our power¹⁰⁰ to make the business dealings between us mutually beneficial.

Cordially yours, (122)

Dear Madam:

We are pleased to inform you that your son, Ralph, who was seriously *injured* as a result of an²⁰ accident in which a Mr. Baim lost control of his car, is well on the road to recovery. Upon⁴⁰ *consultation* of several doctors, an emergency operation was advised and performed, and the results⁶⁰ proved very successful.

We assure you that we shall do our best to make Ralph comfortable.

Sincerely yours, (79)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," pages 145 and 146, Par. 1-d.

FOURTH DAY

Unit 32

AIM—To teach *disjoined* analogical word-endings.

REVIEW—Have pupils read Reading and Dictation Practice, page 136 of the Manual. Then dictate. Have pupils compare their outlines with those in the Manual.

PREVIEW LETTER—This letter contains words which have *joined* word-endings as compared with the *disjoined* analogical word-endings in today's lesson. Drill for a few moments on the words italicized in the letter.

Dear Mr. Wilson:

Regardless of any *dispute* that may arise with reference to the Winkler case, I *assure*²⁰ you that there is nothing to fear. The reputation of Mr. Winkler is not above reproach. I know from⁴⁰ *reliable* sources that this is not the first time Mr. Winkler has had to defend himself against charges⁶⁰ of fraud, and I am sure that with the little evidence we have at hand, we shall have little trouble in winning⁸⁰ this case.

Yours very truly, (85)

PRESENTATION SENTENCES—Contain also review words of Unit 31.

<i>article</i>	If you will describe the <i>article</i> , I shall try to locate it for you.
<i>practical</i>	<i>Practical</i> experience is required for this position.
<i>critic</i>	The <i>critic</i> inspected the picture.
<i>critical</i>	He was impatient and <i>critical</i> of the firm's business.
<i>locality</i>	The description does not do justice to the <i>locality</i> .
<i>speculate</i>	<i>Speculating</i> is an expensive habit.
<i>regulation</i>	You are supposed to conform with the firm's rules and <i>regulations</i> .
<i>possibility</i>	There is a <i>possibility</i> of securing many more subscriptions in this locality.
<i>scarcity</i>	The <i>scarcity</i> of this article has caused it to increase in price.
<i>psychology</i>	<i>Psychology</i> is a required subject in college.

ASSIGNMENT—

Review

New

Page 1—Brief forms, Units 18-1, once.

2—Words, Unit 31, 30, 29, 28, once.

3—Words

Unit 32 through word *mineralogy*, several times.

4—Sentences in class, three times.

5—Letters in class, three times.

SUMMARY LETTERS—Contain also review words of Unit 31.

Dear Sir:

We are supposed to note from your letter of January 31 that some of the sweaters we sent²⁰ you were very badly damaged. In accordance with our firm's *regulations*, every *article* is *critically*⁴⁰ inspected before it leaves our factory. Of course there is a *possibility* that some new clerk, not⁶⁰ knowing this, packed the sweaters without inspecting them first, with the result that imperfect sweaters were sent you.

We⁸⁰ are enclosing a credit memorandum for the full amount.

Very truly yours, (95)

Dear Sir:

In answer to your letter of January 30, we do not believe that it would be *practical*²⁰ for you to open a store in the *locality* to which you refer. There is

no *scarcity* of similar⁴⁰ stores, and we doubt very much whether you can compete with the stores already established there. You have probably⁶⁰ noticed that in many of the stores *articles* are marked at less than cost. In the meantime, should there be any other⁸⁰ prospect you would like to consult us about, please let us know.

Very truly yours, (95)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," page 146 and 147, Analogical Word-Endings—IV.

FIFTH DAY

AIM—To continue teaching the *disjoined* analogical word-endings.

REVIEW—Dictate words of Par. 230, assigned for today.

PREVIEW LETTER—This letter contains words which have *disjoined* analogical word-endings, presented yesterday.

Dear Sir:

Some time ago you sent your son Nathan to me for *musical* training. When I heard him play, as you remember,²⁰ I doubted his *ability* ever to become a good pianist, and told you so. You thought me too⁴⁰ *critical*, and you were right. This letter is in the nature of an *apology*. If Nathan keeps up the present⁶⁰ rate of progress, there is a *possibility* of my securing a radio contract for him in the near⁸⁰ future.

Very truly yours, (85)

PRESENTATION SENTENCES—Contain also review words of Unit 30.

<i>majority</i>	The <i>majority</i> of the shareholders approves of the plan under consideration.
<i>popularity</i>	I cannot understand the <i>popularity</i> of the above plan.
<i>specification</i>	We understood that you would proceed according to the <i>specifications</i> .
<i>justification</i>	There is no <i>justification</i> for your taking an extra discount.
<i>phonograph</i>	We have some <i>phonographs</i> which we would like to dispose of at once.
<i>stenography</i>	In my opinion <i>stenography</i> is a very worthwhile subject.
<i>telegraph</i>	<i>Telegraph</i> at once whether or not you will be present.
<i>telegram</i>	In my opinion the firm is spending too much money on <i>telegrams</i> .
<i>program</i>	Our students have already planned their <i>programs</i> for next term.

ASSIGNMENT

Review	New
Page 1—Brief forms, Units 18-1, once.	
2—Words, Units 31, 30, 29, once.	Par. 230, to <i>mineralogy</i> , twice.
3—Words	Par. 230, from <i>mineralogy</i> through <i>program</i> , several times.
4—Sentences in class, three times.	
5—Letters in class, three times.	

SUMMARY LETTERS—Contain also review words of Unit 30.

Dear Mr. Wordle:

You state in your letter that the *popularity* of

stenography is increased to a²⁰ great extent in your school, and that the *majority* of the students are *now* taking the subject. You state, furthermore,⁴⁰ that there is no *justification* for it and you do not like it. I shall not try to justify the subject.⁶⁰ Being academically minded, you couldn't be convinced anyhow. But there is no need for being⁸⁰ alarmed. This situation is quite common throughout the state.

Sincerely yours, (93)

Dear Sir:

I regret to inform you that the *program* for our next meeting will have to be changed. I just received a²⁰ *telegram* from Mr. Eastman, the principal speaker for the evening, that, due to a critical illness in⁴⁰ his family, he will not be able to be present.

You know, of course, that because of the *popularity*⁶⁰ of Mr. Eastman a *majority* of our members were giving up previous appointments to be able⁸⁰ to attend this meeting.

Please let me have your suggestions for a new program at once.

Cordially yours, (98)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," pages 147 and 148, Analogical Word-Endings—V.

Thirtieth Week

FIRST DAY

Unit 32

AIM—To continue teaching the *disjoined* analogical word-endings.

REVIEW—Dictate words of Par. 230, assigned for today.

PREVIEW LETTER—This letter contains words which have *disjoined* analogical word-endings, presented yesterday.

Dear Ralph:

I wonder if there is a place in your office for a young man, a secretary, of whose *qualifications*²⁰ I cannot speak too highly. His *sincerity* and *reliability* have been proven beyond a⁴⁰ doubt in my office and I am certain he will prove his *ability* just as unquestionably in yours.

If there⁶⁰ is any *possibility* of your being able to use him, please let me know at once.

Sincerely yours, (80)

PRESENTATION SENTENCES—Contain also review words of Unit 29.

<i>forward</i>	We begin our study of Gregg Shorthand with the <i>forward</i> consonants.
<i>neighborhood</i>	It is considered good policy to support your <i>neighborhood</i> stores.
<i>friendship</i>	Many things are overlooked in life-long <i>friendships</i> .
<i>partnership</i>	I am inclined to favor a <i>partnership</i> rather than a corporation.
<i>ornamental</i>	A household article should be selected for its practical, not <i>ornamental</i> , value.
<i>experimental</i>	The medical society undertakes <i>experimental</i> work for the benefit of mankind.
<i>calamity</i>	The multiplication of chain stores is proving to be a <i>calamity</i> to private owners.
<i>fraternity</i>	There is no <i>justification</i> for the existence of <i>fraternities</i> in the high school.

artistic The artistic work done in our school is unparalleled in the city.
drastic City employees are anticipating drastic cuts in their salaries.

ASSIGNMENT—

Review	New
Page 1—Words, first half of Unit 32, three times.	
2—Words	Second half of Unit 32, three times.
3—Sentences in class, three times.	
4—Letters in class, three times.	
5—Read Reading and Dictation Practice, page 139, Manual, and write shorthand outlines twice.	

SUMMARY LETTERS—

Dear Mr. Crain:

I feel that Mr. Stoddard, of whose excellent qualifications I am sure I need not speak,²⁰ should be taken into our *partnership*. His *friendship* with the customers in our *neighborhood*, plus the additional⁴⁰ capital which he will be able to invest will make him an invaluable asset.

It is with this⁶⁰ understanding that Mr. Stoddard first entered our employ, and while I do not anticipate any *calamity*⁸⁰ should you fail to agree with me, I am sure any other action would be grossly unfair.

Cordially¹⁰⁰ yours, (101)

Dear Customer:

We are having a sale of *artistic* rugs at prices that we are inclined to believe will²⁰ astound you. Never have there been such *drastic* reductions. It comes as an expression of appreciation for the⁴⁰ patronage and *friendship* which this *neighborhood* has always given us.

We look forward to seeing you at our store⁶⁰ soon.
 Cordially yours, (64)

SUPPLEMENTARY DICTATION—Bisbee's "Dictation for Beginners," Unit 32, pages 150, 151, and 152.

SECOND DAY

Unit 33

AIM—(1) To review the method of expressing initials in shorthand. (2) To introduce the intersecting principle.

REVIEW—Dictate Par. 231.

PREVIEW LETTER—Based on review words of Unit 32, and introductory words, such as *quantity*.

Mr. E. L. Smith
 618 East 4 Street
 New York, N. Y.

Dear Sir:

Practically all the articles²⁰ you ordered, in the quantities you requested, have been shipped to you this morning. Since your telegram was not clear,⁴⁰ we could not tell whether or not you wanted the regulation size of the domestic rugs. We shall await your⁶⁰ instructions before shipping them to you.

We sincerely trust that you will find the merchandise to your liking. You⁸⁰ will, of course, realize that when materials are shipped in such haste errors will creep in. We, however, shall be happy¹⁰⁰ to rectify any you may discover.

Sincerely yours, (111)

PRESENTATION SENTENCES—Based on new words and review words of Unit 32.

NOTE.—Mention should be made here of the importance of accuracy in writing initials due to the lack of context.

A. B. Smith	Mr. A. B. Smith is the founder of this experimental group.
C. D. Brown	Did you send the elastic to Mr. C. D. Brown?
E. F. Jones	E. F. Jones & Co. are very critical about their merchandise.
A. D.	This calamity occurred in 1786 A. D.
A. M.	I want this plan formulated by 10 A. M.
P. M.	The majority of people arrived after 8 P. M.
C. O. D.	This phonograph came C. O. D.
Baltimore & Ohio	Forward this via the Baltimore & Ohio Railroad.
Associated Press	The Associated Press reported this as a possibility.
Democratic party	The Democratic party will regulate their platform accordingly.
Republican party	The Republican party is in the minority here.
bank draft	This is the bank draft of which I spoke.
order blank	The authorities will be delighted to send you an order blank.
New York Central	Ship these articles via the New York Central Railroad.
Michigan Central	The Michigan Central does not stop them.
Illinois Central	There was a wreck on the Illinois Central at 7 A. M.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 18 to 1, once.	
2—Words, Units 31 to 1, once.	
3—Words, Unit 32,	Pars. 233, 234, 235 through <i>endowment</i> policy, several times.
4—Sentences in class, three times.	
5—Letters in class, three times.	

SUMMARY LETTERS—(1) Based on new words and review words of Unit 31.

Mr. A. B. Smith
 719 East Grove Street
 Weehawken, N. J.

Dear Sir:

Upon reflection, I will²⁰ not require you to inspect the shipment due on the *New York Central* at 7 P. M. Since it is coming⁴⁰ C. O. D., it can be looked over here at the factory when it arrives.

The *order blank* which you requested has⁶⁰ been mailed to you. I wish you good luck on your trip south next week.

Yours very truly, (74)

(2) Based on new words and review words of Unit 30.

Mr. E. F. Jones
 614 State Street
 Washington, D. C.

Dear Mr. Jones:

The *Associated Press*²⁰ reports that the *Democratic party* is in the minority in our district. In my opinion this is⁴⁰ caused by several things. In the

first place, we have not done enough campaigning in the district. In the second place,⁸⁰ the party leader is not liked very much by his fellow workers. Under these circumstances one can understand⁸⁰ a lack of enthusiasm on the part of the voters.

We have made every attempt to rectify¹⁰⁰ these errors so that our new man should not be defeated at the next election. We should appreciate any suggestions as to how to remedy our obvious defects.

Sincerely yours, (114)

SUPPLEMENTARY DICTATION—(1) Markett's "Word and Sentence Drills," page 182, sentences 1-10; (2) Bisbee's "Dictation for Beginners," page 152, Pars. 2, 5; (3) Wilson's "Progressive Dictation," page 87, Par. 253; (4) Speed Studies, page 157, Pars. 63, 64, 65, 66, 67, 68.

THIRD DAY

AIM—To continue the presentation and drill upon words based on the Intersecting Principle.

REVIEW—Dictate Par. 235.

PREVIEW LETTER—Based on words of Unit 33.

Baltimore & Ohio Railroad
New York, N. Y.

Gentlemen:

We have been very much pleased with the way you²⁰ transported our merchandise on your 6:45 P. M. express train. We are anxious to have you mail us your price⁴⁰ list for shipping all types of merchandise. We understand that different articles are charged differently. We⁶⁰ ship a great deal of glass and are therefore desirous of continuing our present arrangement with you.

May we⁸⁰ hear from you soon?

Very truly yours, (86)

PRESENTATION SENTENCES—Based on new words, and review words of Unit 33.

<i>Grand Trunk</i>	There is a <i>Grand Trunk</i> Line to Chicago.
<i>Union Pacific</i>	The <i>Union Pacific</i> Railroad will get you there by 7 P. M.
<i>selling price</i>	The <i>selling price</i> of this article is less than the list price.
<i>market price</i>	What is the <i>market price</i> of this electric clock?
<i>School Board</i>	The <i>School Board</i> made this provision yesterday.
<i>Board of Trade</i>	The <i>Board of Trade</i> will adjust the freight rates.
<i>curb market</i>	Have you ever been to the <i>curb market</i> ?
<i>stock market</i>	Did he buy this security on the <i>stock market</i> ?
<i>bills payable</i>	In settling the account do not forget to take into consideration <i>bills payable</i> .
<i>bills receivable</i>	What is the amount of the <i>bills receivable</i> ?
<i>profit and loss</i>	When will the <i>profit and loss</i> statement of the New York Central be ready?
<i>general manager</i>	He is the <i>general manager</i> of the Department of Endowment Policies.
<i>assistant general manager</i>	Where is the <i>assistant general manager</i> of the Illinois Central?
<i>Great Britain</i>	Did you go to <i>Great Britain</i> for the Associated Press?

enclosed blanks Will you fill in the *enclosed blanks* and return them immediately?
member banks The *member banks* will not allow this loan to be made.

ASSIGNMENT—

Review

New

- Page 1—Brief forms,
Units 18-1,
once.
2—Words, Units
32-1, once.
3—Pars. 233, 234, Page 143, column 1.
235, page 142. several times.
4—Sentences in class, three times.
5—Letters in class, three times.

SUMMARY LETTERS—(1) Based on new words and review words of Unit 29.

Union Pacific Railroad
Seattle, Washington

Attention of General Manager

Gentlemen:

On the²⁰ enclosed blanks you will find the *market price* for various securities selling on the *curb market* today. You⁴⁰ will be interested in knowing that all employees of the *Union Pacific* may purchase these issues at⁶⁰ the *market price* of the day they are approved on the *stock market* exchange. The *assistant general manager*⁸⁰ of our concern felt that you might be interested in buying some of these stocks. All you need to do is check the¹⁰⁰ stock and fill in the amount you wish to buy. Please notice that you can sell them today and make \$10 a share.¹²⁰

Yours very truly, (124)

(2) Based on new words and review words of Unit 28.

Great Britain Iron Works
London, Great Britain

Gentlemen:

Your general manager has requested that I send you²⁰ the information about our *profit* and *loss* statement which, of course, includes both *bills payable* and *bills receivable*.⁴⁰

Before this information can be sent you, you must make a formal request for it on the *enclosed blank*.⁶⁰ We trust that this extreme care on our part will not destroy your interest in us.

Yours truly, (76)

SUPPLEMENTARY DICTATION—(1) Speed Studies, pages 159, 160, 161, Pars. 69—73; (2) Wilson's "Progressive Dictation," page 86, Par. 250; (3) Bisbee's "Dictation for Beginners," page 152, Pars. 1, 3, 4; Markett's "Word and Sentence Drills," page 183, letter.

FOURTH DAY

AIM—(1) To continue the presentation of words based on the Intersecting Principle
(2) To review Unit 33 through reading Par. 236.

REVIEW—Dictate Par. 235.

PREVIEW LETTER—Based on words of Intersecting Principles.

Assistant General Manager, U. S. Steel Co.
382 East 42 St.
New²⁰ York, N. Y.

Dear Sir:

Your *list price* for iron couplets No. 613 is ten

cents higher per dozen than⁴⁰ the actual market price of this commodity. We feel that we should be paying certainly no more than the⁸⁰ market price, and possibly a bit less than that. We have bought exclusively of your firm for more than ten years and⁸⁰ we feel that you certainly should treat us fairly.

We demand that you refund the overcharge on this item on¹⁰⁰ our last two bills. In the future we shall not leave the price to your sense of fair play.

Yours very truly, (118)

PRESENTATION SENTENCES—Based on new words, and review words of Unit 33.

Board of Managers	The Board of Managers will lower the selling price of iron.
Board of Management	The Board of Management requests that you fill in the enclosed blank.
Canadian Pacific	The Canadian Pacific connects with the Union Pacific.
Northern Pacific	Did you travel via the Northern Pacific?
Chairman of the Board	He was just elected Chairman of the Board.
Federal Reserve Board	The Federal Reserve Board governs these member banks.
application blank	Did you enclose your application blank?
bond and mortgage	What is the name of the bond and mortgage house of which you speak?
indemnity policy	Can you claim anything on that indemnity policy?
commercial paper	There are several forms of commercial paper.
account current	What is the status of his account current?
chattel mortgage	Can you get a chattel mortgage on this furniture?
certificate of deposit	Did you get a certificate of deposit at the bank?
commercial draft	This firm requests a commercial draft.
Board of Education	The Board of Education has decided against that measure.
Chamber of Commerce	Are you a member of the local Chamber of Commerce?

REVIEW—Have students read Par. 236. Dictate it several times; have it read back each time.

ASSIGNMENT—

Review	New
Page 1—Brief forms, Units 18-1, once.	
2—Words, Units 32-1, once.	
3—Words, Pars. 233, 234, 235 (Cols. 1 and 2).	Par. 235, Col. 3, several times.
4—Sentences in class, three times.	
5—Letters in class, three times.	

SUMMARY LETTERS—(1) Based on new words, and review words of Unit 27.

Board of Managers
Chamber of Commerce
Portland, Oregon
Gentlemen:

We are enclosing an application²⁰ blank filled out as you requested. We are desirous of becoming members of your Chamber of Commerce as soon⁴⁰ as

possible. We are anxious to establish ourselves as a progressive, well-intentioned member of your⁸⁰ community.

We sincerely trust that you will take action on the enclosed blank immediately.

Sincerely⁸⁰ yours, (81)

(2) Based on new words and review words of Unit 26.

U. S. Insurance Co.
Union Square
New York, N. Y.
Gentlemen:

Will you please send us some information²⁰ about your indemnity policy and your endowment policy? We want to know the benefits of each⁴⁰ and also the cancellation value of each. We are trying to determine which would be the more advantageous⁸⁰ for us to subscribe to.

We appreciate your consideration in explaining these matters to us.⁸⁰

Cordially yours, (82)

SUPPLEMENTARY DICTATION—(1) Markett's "Word and Sentence Drills," page 184, Letter; (2) Bisbee's "Dictation for Beginners," page 152, Par. 6; (3) Wilson's "Progressive Dictation," pages 86, 87, Pars. 251, 252; (4) Speed Studies, pages 162-166, Pars. 74-76.

FIFTH DAY

AIM—(1) To test the students' knowledge of Chapter XI. (2) To furnish remedial drill. (3) To furnish additional dictation and transcription practice.

REVIEW—Dictate Par. 236. Have it read back again.

TEST MATERIAL—Use either the test for Chapter XI from Rollinson's "Diagnostic Testing and Remedial Teaching"

—OR—

Dictate (1) 40 words from Chapter XII, followed by Letter 1, page 185, from Markett's "Word and Sentence Drills," dictated at 40 words a minute, to be marked for transcription only.

ASSIGNMENT—

- Page 1—Brief forms, Units 18-1, once.
- 2—Words, Units 33-1, once.
- 3—Par. 236, three times.
- 4—Par. 237, twice.
- 5—Speed Studies, Par. 165, twice.

SUPPLEMENTARY DICTATION—(1) Manual, page 145, Sentences 1-10; (2) Speed Studies, page 170, Sentences 1-14; (3) Speed Studies, pages 167-169, Pars. 77, 78.

NOTE.—If Rollinson's test has been used this time should be devoted to remedial practice.

Our readers who are using these lesson plans will be interested to know that in the Record of Current Educational Publications (Bulletin No. 22, 1931, July 1 to September 30) this series on the Sentence Method is listed as one of the outstanding contributions to educational literature for the period. The series will be completed next month.

O. G. A. TEST COPY

One of the best
of the kind
- dated
- signed
- written
- by
- me
- on
- the
- 1st
- of
- the
- month
- of
- the
- year
- 1899
- at
- New
- York
- City
- N. Y.

one has⁵⁸⁰ just before chloroform benumbs his senses. We knew when one of the troopers dragged himself into camp and fell⁶⁰⁰ among us with a groan. We knew when the sun went down. We felt the cool night wind off the mountains, but if anyone moved⁶²⁰ it was only to turn over. Night fell, and the canopy of heaven was studded with stars. Nine o'clock, ten,⁶⁴⁰ eleven, midnight found us still lying there. Then came a curious sound—a sound like a gale advancing upon a⁶⁶⁰ ship over a calm sea. It grew louder and louder, and with it was mingled the neighing and galloping of our⁶⁸⁰ horses. Men who had fallen down to die sprang to their feet to behold a wonderful sight. From bank to bank, Lost River⁷⁰⁰ was full of rushing, foaming water, sent down by a cloudburst in the mountains miles away.

"Water! Water!" shouted⁷²⁰ a dozen husky voices in chorus, and next moment there was a mad rush. Men and horses mingled together.⁷⁴⁰ Men and horses rushed into the flood, to be swept down and drowned together. A quarter of an hour after that⁷⁶⁰ rush there were only eleven of us to answer to our names, and only half a dozen horses were nibbling⁷⁸⁰ at the parched grass around us. Back on the trail were three or four corpses in uniform. The rest of the troop were victims⁸⁰⁰ of the flood which rolled past us. (806)
—Charles B. Lewis, in *Chicago Times*.

Review Practice

On Chapter Seven

Dear Mr. Hardiman: Have you thought about your spring garden?

We feel that we can give you some helpful suggestions.²⁰ Our catalog and some order blanks will reach you in a day or two. We are also sending you in a few days⁴⁰ a sample package of hardy, dependable seeds for your kitchen garden.

You may not know that we have an expert⁶⁰ gardener on our pay roll—Mr. Carl Birch. He gives personal attention to every phase of our⁸⁰ gardening service.

Do you want a flower garden? He can give you some worthwhile ideas about beautifying¹⁰⁰ your surroundings.

He has compiled some concise information about arranging garden walks, nooks, caverns, and¹²⁰ trellises. He knows all the different kinds of roses and when to plant them. He can tell you how to place them to produce¹⁴⁰ the most beautiful effects, and he can tell you how to care for them to keep them healthy and in blossom.

We¹⁶⁰ hope you are planning a pansy bed. You may be sure that Mr. Birch can tell you from his own experience how¹⁸⁰ it is done. Pansies are hard to raise. Let him help you. Send for the booklet, "Your Flower Garden."

You see we do not²⁰⁰ want you to carry the burden of that spring garden. Tell us your wants. We attend to every detail of the²²⁰ planning. Yours very cordially,

My dear Sir: Can you give me an estimate of the value of the timber on²⁴⁰ your land? I want to obtain some figures and condense them into a report to be given at a dinner at²⁶⁰ the Country Club soon. I have written to other land owners living at a distance from here.

I am enclosing²⁸⁰ a stamped envelope for your reply. Cordially yours, (289)

Review Practice

On Chapter Eight

When the first settlers came to this country, they found the land covered with vast forests, and the Indians showed them how²⁰ to kill trees that they might raise food for themselves and their families. Much timber was wasted, and it was not long until⁴⁰ there were no big forests along the east coast. As our country grew, more and more trees were cut down, until now there⁶⁰ are few virgin forests left, and it has become necessary to protest against the great waste of timber.

It⁸⁰ is well known that many of the largest and finest trees of the West are each year lost through forest fires. The cost to¹⁰⁰ our country through this loss is very great, and it is a sad sight to see only black stumps where once were stately trees¹²⁰ that were the delight of artists.

The past cannot be undone, but we can insist that proper care be taken of¹⁴⁰ trees in the future. Our Government can and does request that all tourists put out fires before leaving camps, and that¹⁶⁰ they guard against throwing lighted cigar or cigarette butts where they may start a fire among the leaves.

Arbor Day,¹⁸⁰ for the planting of trees, is observed throughout the land, and in our schools the students are taught to protect and conserve²⁰⁰ growing trees. By these means we hope to keep the forests we now have and to provide for their maintenance. (218)

Dear Sir: A week or two ago I placed one or two large dwelling houses on the market. Both houses are in one²⁰ of the most desirable sections in the world.

The market is quiet at present, but I am of the opinion⁴⁰ that after the holidays the real estate business will improve.

We shall be glad to call on you after to-day,⁶⁰ if you will let us know when we can show you the two houses. Sincerely yours, (74)

Review Practice

On Chapter Nine

Dear Sir: However small your salary and whatever your expenses, you are able to save a little at²⁰ a time. You have waited heretofore for \$50 or \$100 to deposit, but meanwhile were⁴⁰ spending the small amounts elsewhere, whereas if they had been put into a bank forthwith, within a short time thereafter⁶⁰ they would have become surprisingly large.

Join a Savings Association as soon as you

have a few cents⁸⁰ to spare, and belong to a group of people who are getting ahead. Cordially yours.

Dear Sir: We have your letter¹⁰⁰ of April 10 notifying us that you have decided to withdraw the balance from your Savings Fund at once.¹²⁰ You will no doubt recall that your withdrawal privileges provide for at least ten days' notice. If you will present¹⁴⁰ your Savings Fund deposit book at the bank on the twentieth, the full amount of the principal will be paid¹⁶⁰ you.

We are sorry to be compelled to refuse immediate payment of this balance but, as it was not always¹⁸⁰ convenient, financially, to pay the entire savings demanded, it became necessary to establish²⁰⁰ a definite length of time for payment after notice was given.

As our Savings Bank deposits have grown²²⁰ to such large proportions, we must ask all our customers to cooperate with us in this policy.

We thank²⁴⁰ you for your patronage, and hope you will favor us with your future business. Yours truly,

Gentlemen: Our delay²⁶⁰ in shipping the dresses you ordered March 27 was due to the failure of the material from which we²⁸⁰ make them to arrive from England. It was held up because of a cotton-mill strike there.

We could have made the dresses³⁰⁰ from a cheaper grade of cloth, but it has always been the policy of our company to provide the best of³²⁰ everything for our customers, and we were not willing to offer you anything less.

We are shipping the³⁴⁰ dresses to you today by freight, f. o. b. Chicago, and hope you will excuse the delay. Yours very truly, (360)

Some of the Brief Form Drills

From "Dictation for Beginners"

By Edith V. Bisbee

UNIT FIFTEEN—Your report brings before our organization the most serious problem we have had to solve.

Many a person²⁰ has won success by confidence in his own powers.

We regret to send you an incomplete report now. We⁴⁰ shall wire you full details later.

What success have you had in organizing your new corporation?

We have had⁶⁰ so much experience in dealing with this organization that we no longer care to send our orders there.⁸⁰

I believe that we can now go ahead in hearty accord in carrying out our purposes.

Our correspondence¹⁰⁰ does not cover the point raised by Mr. Doyle. (109)

Mr. Paul Barlow, Toledo, Ohio.

Dear Sir: We regret that we cannot send all of your order today,²⁰ for we carry only a small lot of the writing paper you wish. We have asked the jobbing house to send it direct⁴⁰ to you. You will thus receive it sooner.

We trust that this arrangement will be satisfactory to you. Yours⁶⁰ truly, (61)

Mr. Alfred Cooley, Oklahoma City, Oklahoma.

Dear Sir: We regret to receive your report about²⁰ the fire risks at our factory. We shall immediately check over the lighting system and all wiring,⁴⁰ and complete our plans for an overhead sprinkling system.

Will this satisfy the requirements of your organization?⁶⁰ Yours truly, (64)

Herman Bronson, Sun Lake, Wisconsin.

Dear Sir: While we recognize fully the excellence of the work you are doing,²⁰ we regret to inform you that the home office will not at this time raise the salaries of any men except⁴⁰ those who are on the regular force.

Your reports are excellent, and I am fully satisfied with the progress⁶⁰ you have made in organizing the work there. It is my personal opinion that you are due for a⁸⁰ salary increase the first of the year. Yours truly, (89)

UNIT SIXTEEN—The entire stock will be sold at auction on Wednesday, July 2.

Please send a remittance when you order a new²⁰ stock of goods.

Our shoe factory brings a new industry here. It has made so much progress that it has already⁴⁰ become a very important industry.

Mr. Hunter made a valuable suggestion, which we can⁶⁰ easily use in our business. (66)

Grant Hunter, Long Beach, California.

Dear Sir: I wish to acknowledge receipt of your letter, which came this morning.²⁰ Thank you for the suggestion. I have referred it to the proper official, who will write you fully later⁴⁰ in the week. Yours truly, (44)

Andrew Kent, Highland, California.

Dear Sir: Aga'n we wish to call your attention to your invoice of July,²⁰ now nearly three months overdue. We feel that we cannot allow this bill to stand open on our books after⁴⁰ the first of next month, and if we have not received your check in full payment by that time, we shall make draft on you through⁶⁰ our bank. Yours truly, (64)

Hugh Sands, San Francisco, California.

Dear Sir: Your letter of August 1 refers to my old invoice,²⁰ \$54. On September 3 I mailed you a check to cover this invoice. You failed to acknowledge receipt⁴⁰ of the check, so perhaps you never received it. Please look it up. Yours truly, (54)

James Trent, Holland, Michigan.

Dear Sir: I regret that I have been obliged to delay payment of my July invoice²⁰ because I have been unable to collect money due me. I expect now to be able to send a⁴⁰ remittance covering the entire bill before the date you mention, December 1. Yours truly, (56)

Chester Fielding, Flint, Michigan.

Dear Sir: We wish to acknowledge receipt of

your order of November 9. We²⁰ have filled it in full except for the gold pins.

We are obliged to hold this part of the order until we receive⁴⁰ the pins from the factory, since they are being made up for us on special rush order. As soon as we receive⁶⁰ them, we shall send them out to you promptly. Yours truly, (69)

Curious Clippings

The following story is told of the Afghan method of dealing with rumors: A man started a rumor that²⁰ the Russians were coming into the country and a panic resulted. The Amir ordered the man to be locked⁴⁰ inside a cage high up on a tree in order that he should the better see the enemy arrive. The wretched⁶⁰ victim lingered in his tree-cage for several weeks before he starved to death.

* * *

The Naugatuck River, not content⁸⁰ with turning blonde boy swimmers green-haired one summer, due to chemical pollution, caught fire early last year, according¹⁰⁰ to a dispatch from Ansonia, Connecticut. Waste oil from a manufacturing plant, floating, became¹²⁰ ignited and worried firemen for several hours.

* * *

Back in 1887 when cowboys drove cattle¹⁴⁰ from Texas over the long trail to Kansas City, A. Stelzig began selling them \$40 saddles¹⁶⁰ for their \$10 horses. A colorful, full-blooded flavor still lingers in his shop in Houston, Texas.

"Cowboys¹⁸⁰ thought a lot about their outfits," Stelzig said. "They wanted fine saddles, boots and spurs. The saddles were generally²⁰⁰ silver-mounted and richly carved."—*Yonkers Herald* (209)

I'm in a Hurry

By William Hazlett Upson

Copyright, 1925, by William Hazlett Upson

(Concluded from the March issue)

David Crockett Suggs
Contractor

Houses Moved Safely, Speedily and Surely
Dry River Junction,³⁷⁰⁰ Texas
October 31, 1924.

To The Farmers Friend Tractor Company
Earthworm³⁷²⁰ City, Illinois.

Dear Sir: My new letter paper has come your letter has come please send me the gear as quick as³⁷⁴⁰ possible. I'm in a hurry more than at any time before and unless I can get this mess straightened out I'll³⁷⁶⁰ be more of a blowed up sucker than anybody you ever seen. And in order that you may see what a rush³⁷⁸⁰ I am in and send the gear as quick as possible, I will explain 2 very unfortunate events which has³⁸⁰⁰ took place since my last letter. The first was last night.

Being Thursday night and my regular night

to call, I went³⁸²⁰ around to see Miss Mildred Rogers, who, as I have explained before, I had expected to marry very soon, and³⁸⁴⁰ who used to live down by the depot, but is now located temporarily on Main Street just in front of³⁸⁶⁰ Ferguson's Drug Store. It is not as much fun as it used to be to call at the Rogers' house. Formerly it was³⁸⁸⁰ possible to sit in the hammock on the front porch, and as the house set back from the street and there was trees around and³⁹⁰⁰ no street lights, a very pleasant evening could be had.

But at present the front porch is located in a most³⁹²⁰ unfortunate way just two feet from the windows of Ferguson's Drug Store, which is all lighted up—you know how drug store³⁹⁴⁰ windows is—lots of big white lights, and all kinds of jars full of colored water with more lights shining through. And people³⁹⁶⁰ squeezing past between the porch and the drug store and going in to get ice cream sodas or stopping to crack bum jokes³⁹⁸⁰ about me, which I will not repeat. So you can see that it would not be any fun for me and Mildred to sit⁴⁰⁰⁰ in the hammock in the evening, even if it was possible to sit in the hammock which it is not, owing to the⁴⁰²⁰ fact that the porch pillar to which the hammock is fastened has become so weakened by the jacking up of the house⁴⁰⁴⁰ that it would take very little to pull it over and let the whole porch roof down with a bang.

So we decided⁴⁰⁶⁰ that we better sit in the parlor and we had no sooner entered and I was not doing any harm in any⁴⁰⁸⁰ way when old Mr. Rogers came in and there was a very painful scene which I won't describe only to say⁴¹⁰⁰ that he used such expressions as "Get out of here," and "I don't want my daughter keeping company with any moron,"⁴¹²⁰ which is a word he got out of the *Dallas News*.

So after he had hollered around and Mildred had cried, I⁴¹⁴⁰ left the house in a dignified manner. Being a gentleman and always respectful to old age, I did not⁴¹⁶⁰ talk back to him, the dirty crook. But you can see why it is I am in a hurry for the gear.

The other⁴¹⁸⁰ unfortunate event was just this a. m., when old man Rogers went out and hired twelve horses from all over town and⁴²⁰⁰ also one small size flivver tractor to move his house up to where he wants it. He tried to get a big tractor, but⁴²²⁰ there is none in town or nearby except mine which is broke down. But there is plenty of horses and there is this little⁴²⁴⁰ flivver tractor that would not be big enough to pull the house all by itself.

So this morning they wheeled my poor⁴²⁶⁰ old tractor out of the way, and they hooked up to the house and there was about a hundred people from the town and⁴²⁸⁰ from round about that was helping with advice and hollering and yelling and telling Mr. Rogers how to do⁴³⁰⁰ it. And there was I—the only practical and professional house-mover in the city—and none of them asked⁴³²⁰ my advice about anything and so it is not my fault what happened.

When they was all ready, Mr. Rogers⁴³⁴⁰ he stands up and hollers out, "All ready—Go!" And the six drivers yelled at the twelve horses, and all the people standing⁴³⁶⁰ around began to cheer and shout. And the feller on the little flivver tractor started up the motor so quick⁴³⁸⁰ it made a big noise and scared the horses and all the horses began jumping and heaving and they jerked the house side-wise,⁴⁴⁰⁰ and some of the timbers slipped, and the kitchen that I told you about—it give a little lurch and fell off the⁴⁴²⁰ house. Just let go, and fell off.

So that scared them, and they unhooked the horses and the flivver tractor and didn't try⁴⁴⁴⁰ no more moving, and the house is still there all except the kitchen which was busted up so bad that they finished the⁴⁴⁶⁰ job and knocked it to pieces and took it away in wheel barrows.

One good thing is that now the traffic can get in⁴⁴⁸⁰ between the house and the post office so they don't have to detour any more. But one very unfortunate thing⁴⁵⁰⁰ was that Mrs. Rogers happened to be in the kitchen when it fell off being shaken up considerable⁴⁵²⁰ but not seriously injured so you can see that I got to have the tractor running again so I can move⁴⁵⁴⁰ the house and I hope you will send the gear at once yours truly and oblige.

David Crockett Suggs.

Farmers' Friend Tractor⁴⁵⁶⁰ Company
Makers of Earthworm Tractors
Earthworm City, Ill.

November 2, 1924.⁴⁵⁸⁰

Mr. David Crockett Suggs,
Dry River Junction, Tex.

Dear Sir: This will acknowledge your valued favor of⁴⁶⁰⁰ October 31 requesting that we use all possible haste in sending you a gear which you need to repair⁴⁶²⁰ your tractor. We are also pleased to report the receipt of one No. 6843 gear which we shipped⁴⁶⁴⁰ you on October 14 and which you returned unused owing to the fact that it will not fit your tractor. We⁴⁶⁶⁰ are crediting your account with \$41.26 C. O. D., which you paid on this shipment.

The⁴⁶⁸⁰ broken gear which you sent us as a sample has been carefully checked over by our Engineering Department.⁴⁷⁰⁰ They report that they have been unable to identify this gear, and they are of the opinion that no gear⁴⁷²⁰ similar to this has ever been manufactured by this company. We are, therefore, at a loss to understand⁴⁷⁴⁰ how this gear ever came to be in your tractor. We do not make gears similar to the one you have sent in,⁴⁷⁶⁰ and it will therefore be impossible for us to supply you with one. However, it is always our policy⁴⁷⁸⁰ to be of the greatest possible service to Earthworm owners, and we would suggest that the best thing to do⁴⁸⁰⁰ in the circumstances would be for one of our service mechanics to inspect your machine.

Fortunately, it⁴⁸²⁰ happens that Dry River Junction is the nearest railroad point to the Canyon Ranch, which has just purchased a

ten-ton⁴⁸⁴⁰ Earthworm Tractor. Consequently Mr. Luke Torkle, one of our service men, will be at Dry River Junction in⁴⁸⁶⁰ a few days to unload this tractor and drive it overland to the ranch. If you desire, we will have Mr. Torkle⁴⁸⁸⁰ stop off and inspect your machine, advising you what steps to take to put it into first-class running condition,⁴⁹⁰⁰ or, if this is impossible, to confer with you in regard to turning in your old machine and purchasing⁴⁹²⁰ one of our new models. Kindly let us know what you wish us to do in this matter.

Very truly yours,
Frederick⁴⁹⁴⁰ R. Overton,
Parts Department.

Telegram

Dry River Junction Tex Nov 4 1924⁴⁹⁶⁰
Farmers Friend Tractor Co
Earthworm Cy, Ill

Have the guy come quick in a hurry.
David⁴⁹⁸⁰ Crockett Suggs.

Farmers' Friend Tractor Company
Service Man's Report

Written At: Dry River Junction, Tex.
Date:⁵⁰⁰⁰ November 7, 1924.
Written By: Luke Torkle, Serviceman.
Subject: Tractor belonging to D. C.⁵⁰²⁰ Suggs.

Reached here 7 a. m. Unloaded tractor for Canyon Ranch, and will drive it over tomorrow.

Before I⁵⁰⁴⁰ had a chance to look up D. C. Suggs, the mayor and prominent citizens urgently requested me to use⁵⁰⁶⁰ the new tractor to move a house that was blocking the main street. This looked like good advertising for us, especially⁵⁰⁸⁰ as the county commissioner here is expecting to buy a tractor for road work. Accordingly, I spent⁵¹⁰⁰ the morning moving the house to where they wanted it, and then looked up Mr. Suggs.

Found he has left town. It was⁵¹²⁰ reported that he was shot at three times yesterday by a man called Rogers, but escaped. Last night he sold his entire⁵¹⁴⁰ property, consisting of a second-hand tractor, an old fliv, one radio set and the good will in a house⁵¹⁶⁰ moving business for \$450. He then took the train north with a girl called Mildred Rogers of this⁵¹⁸⁰ place.

I inspected the tractor formerly owned by Mr. Suggs. No wonder we couldn't supply him with repairs⁵²⁰⁰ for it. It is not one of our tractors. It has no name plate, but I was able to identify it as a⁵²²⁰ 1920 model steel Elephant Tractor, made by the S. E. Tractor Company, of Indianapolis.⁵²⁴⁰ I talked on the 'phone with Mrs. Joseph Banks, whose husband formerly owned the tractor. She says her husband⁵²⁶⁰ sold the old Earthworm Tractor three years ago to a man in Dallas. Mr. Banks owned four or five different⁵²⁸⁰ kinds of tractors. Mrs. Banks remembered he had once bought tractor parts from the Farmers' Friend Tractor Company.

In⁵³⁰⁰ regard to your suggestion that Mr.

Suggs might be persuaded to buy a new tractor, I think this is hardly⁵⁸²⁰ possible. It is reported that before he left, Mr. Suggs stated that he and Miss Rogers would be married⁵⁸⁴⁰ and would locate in Chicago. He was uncertain what business he would take up, but said very emphatically⁵³⁰⁰ it would be nothing in any way connected with house moving, or with tractors or any kind of machinery. (5381)

(The End)

A Memory System

From "The Silent Partner"

Forget each kindness that you do
As soon as you have done it;
Forget the praise that falls on you²⁰
The moment you have won it;
Forget the slander that you hear
Before you can repeat it;
Forget each slight,⁴⁰ each spite, each sneer
Wherever you may meet it.

Remember every kindness done
To you, whate'er its measure;
Remember praise⁶⁰ by others won,
And pass it on with pleasure.
Remember every promise made
And keep it to the letter;
Remember⁸⁰ those who lend you aid,
And be a grateful debtor. (90)

Key to February O. G. A. Test

Make it the rule of your life to put into your work the very best that is in you. There never was a successful²⁰ man who did not spend himself freely—who did not pour into his work all the strength he possessed. As surely as⁴⁰ you do this you will come to love your work, and to love one's work is to do well in it. To scamp it and shirk it is⁶⁰ to come to hate it—and then to fail in it. The joy of life is surely to be found in service of one sort or⁸⁰ another—doing something useful in the world, and doing it so well that it has positive value to mankind.¹⁰⁰ The making of money is the least of successes; the making of character the greatest. (117)

Twenty Forms for Sixteen Spaces

(The italicized words are those missing from the plate.)

If you want to get the reputation for being tactful, learn to *listen*. Tactlessness usually consists²⁰ of saying the *wrong thing*. The more you say, the more chance you take of *saying* the wrong thing.

The next step in the *development*⁴⁰ of tact is to cultivate a consideration of other people's feelings. This will make you pleasant⁶⁰ company, *for you will* naturally wish to make people feel at ease. This is *just* commonplace thinking of others.⁸⁰

The next step in becoming tactful is to avoid personalities. *You cannot* discuss other peo-

Junior Business Training—\$2200

Written February 1. At the request of the principal of a very fine Eastern senior high school, we have just made recommendations for a position as teacher of Junior Business Training, at an initial salary of \$2200. The present schedule carries the salary to about \$3000 by automatic annual increases. Service to begin in September. This is typical of some of the calls we shall be getting during the next six or seven months. We hope they will be numerous, and we hope we may help you.

THE NATIONAL COMMERCIAL TEACHERS AGENCY

(A Specialty by a Specialist)

E. E. GAYLORD, Mgr.

:::

Larcom Avenue, Beverly, Mass.

ple¹⁰⁰ without running grave risks of saying things which might hurt. Even if you do not adversely criticize, you will be¹²⁰ misquoted and the result is the same.

To continue: Induce others to talk about themselves in preference¹⁴⁰ to talking about yourself. We all like the subtle flattery of being asked what we think and to tell our¹⁶⁰ opinions—so it is tactful to ask others for their own opinions.

Finally, don't be domineering. When making¹⁸⁰ a statement or objecting to one made, use the suggestion method. Instead of saying, "You are wrong," say, "Of²⁰⁰ course, there is a lot in what you say, but under certain circumstances you may not be right." That is tact.

If you²²⁰ are in doubt at any time as to what to do or say, it is usually most tactful to look pleasant and²⁴⁰ keep still. (241)—From "Your Job," by Harold Whitehead.

The Office Stenographer's Peril

From "The Factors of Shorthand Speed"

By David Wolfe Brown

Late Official Reporter U. S. House of Representatives

(The words italicized are the correct ones from the pairs given in type in the plate.)

The continued writing of shorthand under pressure, up to and past the fatigue point, more than any other one²⁰ thing is, in my judgment, the solution of the "speed problem." If any young stenographer who flatters himself⁴⁰ that he is "ambitious to become a reporter" regards such severe discipline as involving "too much hard⁶⁰ work," then he must content himself without the high speed which nothing but hard work can give him.

Some writers expect an⁸⁰ increase of speed because they are daily using shorthand in taking office dictation. Experience shows that¹⁰⁰ such practice offers but little improvement; and often the writer almost unconsciously becomes, as time goes¹²⁰ by, less and less speedy, and less and less fitted for anything except his daily routine. In the first place, the¹⁴⁰ office stenographer writes too little shorthand. All told, he has perhaps an hour or an hour and a half of daily¹⁶⁰ practice—too little for rapid improvement—too little to satisfy any ambitious writer. Besides,¹⁸⁰ the dictation is in many cases so slow as to induce loss of speed, instead of gain. And the dictation,²⁰⁰ whatever its rate, does not grow more rapid from week to week and from month to month, as "speed practice" may and must. Then²²⁰ the topics of office dictation are of limited range, covering the routine of a single business. More²⁴⁰ than that, the writer who takes daily the dictation of but one man, or a few men, gets no such practice as the²⁶⁰ would-be reporter requires in following a variety of voices and of verbal styles.

A correspondent²⁸⁰ of the New York Mail and Express tells a story which emphasizes the peril of losing³⁰⁰ gradually and almost

perceptibly in an office position the shorthand skill with which the stenographer³²⁰ began: "I know a young man up in the Treasury Department who, until a few months since, held a good³⁴⁰ position. When he first entered the Department he was one of the best stenographers in the country. As ill luck³⁶⁰ would have it, he was assigned as secretary to one of the chiefs of the Department. This gentleman was a slow³⁸⁰ thinker and talker. For several years those two worked in harmony, and thoroughly understood each other. But⁴⁰⁰ unconsciously, the stenographer drifted backward. Not long ago the chief was 'fired' on short notice. The man that⁴²⁰ took his place came out of the West, and was full of nervous energy. He started in with a rush on his dictation,⁴⁴⁰ and, in the words of the profession, 'put it up the back' of the stenographer, though the speed was such as the⁴⁶⁰ young man would have smiled at when he entered the Department. The chief fumed and fretted at the stenographer's breaks⁴⁸⁰ and mistakes; and in one week's time the latter was relegated to a \$1,000 position."

"The only⁵⁰⁰ trouble," the writer continues, "with the force in the Department is that in a great many cases their work⁵²⁰ is so light that they almost unconsciously slip backward. Then comes a time when their ability is tested, and⁵⁴⁰ their weakness brought out. There are hundreds in this class, and the danger of slack work has become a menace to the⁵⁶⁰ profession." (561)

[This article can be read by any student who has completed the Eighth Chapter of the Manual.]

A Negligence Case—III

(Continued from the March issue)

A. No. I just signed it—the Hamburg Trucking Company.

Q That is what I say, you signed it⁶⁴⁰ for them right after the accident for the State Department, didn't you? A Yes, in the office, I know.

MR.⁶⁶⁰ BROWN: All right.

BY MR. GREEN:

Q Have you got your license with you, Mr. Carter? A Not now. I left⁶⁸⁰ it in my dirty clothes.

Q You still drive a car? A Yes.

Q Who have you talked with, Mr. Carter, about⁷⁰⁰ this case, before you came here? A Nobody.

Q Did you talk to this man here at the table⁷²⁰ (indicating)? A When, this morning?

Q Any time. A No. This is the first time I saw him.

Q This morning?⁷⁴⁰ A This morning.

Q You never saw him before? A No.

Q Never spoke to anybody⁷⁶⁰ about this case? A No.

Q Nobody knew what you were going to say before you took the stand, is that⁷⁸⁰ right? A I just received the summons.

Q And you never told anybody about this accident? A⁸⁰⁰ No.

Q Never told anybody what you were going to say here today, did you? (I am not referring⁸²⁰ to you, Mr. Brown.) A No.

Q And where were you coming from this day? A From the house.

Q Where⁸⁴⁰ were you going to at the time when this accident happened? A Where I was going?

Q Yes. A You⁸⁶⁰ mean with the truck?

Q Yes. A I was going to the South Ferry with it.

Q Were you going home? Were⁸⁸⁰ you going to the office, the factory? A No, I go finish my delivery.

Q Finishing⁹⁰⁰ your delivery? A Yes, sir.

Q This was the end of your day? A Yes.

Q When do you usually⁹²⁰ quit? A That is the time. If you are busy—quit at six o'clock; sometimes we work until seven.

Q⁹⁴⁰ Sometimes you quit earlier? A You cannot quit earlier—quit— (953)

(To be continued next month)

Business Letters

From Real Estate Letters in the Contest Budget

Submitted by Cora Lee Dial, Tulsa, Oklahoma

Mr. John J. Kosher
614 Roswell Boulevard
Denver, Colorado

Dear Mr. Kosher:

I¹²⁰ received a call the other day from the Home Building & Loan Association requesting your present address⁴⁰ and wanting to know whether or not you still owned the property across the street from the Welcome Hospital, this⁶⁰ city.

The zoning question has had a great deal of notoriety during the last four or five months by reason⁸⁰ of certain conditions being presented to the City Commissioners of Arcadia by what is¹⁰⁰ known as the "Bartholomew Plan of Zoning" or districting, which I think involves the laying out of certain¹²⁰ principal thoroughfares in our city, parks, and other civic improvements.

However, the various real estate¹⁴⁰ boards and other organizations, having the good of the city in view, so the press informs us, have about¹⁶⁰ decided that the "Bartholomew Plan" will be relegated to the ash heap and that a new plan of zoning¹⁸⁰ will be adopted, or at least presented for adoption, including the establishing of the principal²⁰⁰ thoroughfares, with their tributaries, parks, and other arrangements of streets, with certain building restrictions, etc.²²⁰

Conditions for the sale of real estate in

this city, at this particular time, are slightly below²⁴⁰ par; however, the activities of those who control or at least have much to say regarding the situation²⁶⁰ throughout our country indicate a return to better and more normal times.

If I can be of any help²⁸⁰ to you at any time, I assure you it will be a pleasure and a privilege.

Very truly yours, (299)

Short Stories in Shorthand

Watch Out!

Cross and short-sighted old lady (in antique shop): And here, I suppose, is another one of the horrible portraits²⁰ you call art.

"Excuse me, madam," said the shopkeeper quietly, "but that's a mirror."—*Epworth Herald* (39)

Willing to Wait

Mistress: When do you think you could come? You see, I've got the spring cleaning to consider.

Maid: Well, I could come about²⁰ three weeks from today, if you are quite sure you could get it all finished before then.—*London Opinion* (38)

Bedtime Magic

Little John met a neighbor's child the other day and he noticed that she had been crying.

"What were you crying about?"²⁰ he asked.

"The doctor took one of my teeth out," was the reply.

"Pshaw; that's nothing!" said John. "My mother takes all hers⁴⁰ out every night, but she doesn't cry."—*Boston Transcript* (50)

Too Great a Strain

Minister: I have brought back the second-hand car you sold me last week. I'm afraid it's too obstreperous.

Dealer:²⁰ What's the matter? Can't you run it?

Minister: Not and stay in the ministry.—*Texas Outlook* (36)

Speedy Learner

Policeman: Miss, you were doing sixty miles an hour.

She: Oh, isn't that splendid! I only learned to drive yesterday. (20)

Something New in Dictation Texts

Gregg Speed Building—the Fourth Red Book in the Anniversary Edition series—is what you have been wanting and waiting for. It is just off the press this month, and is being announced in the current GREGG WRITER. Don't miss seeing this new text!

The Communication of Experience

(Concluded from page 340)

formed tick, utilizing a common and analogous experience of feeling of movement, and modifying and refining it until it assumes the form desired.

Let it not be imagined that we are here advocating the use of a tick as the sole or the essential starting-point. The particular starting-point selected is immaterial provided it involves an analogous or parallel experience of movement which can be readily modified to the required form. The tick is not necessarily any more suitable than the end stroke of a longhand *r*, provided the stroke is formed rapidly ("with a flick") from the start and the speed of movement is maintained.

The fundamental point is that *anybody* can make a tick, or the end stroke of a longhand *r*, with the essential "flick of the pen-point"; and that we can readily build on that common

and analogous experience of feeling of movement in order to create the ability to write the actual shorthand characters skilfully.

It may be asked why, in our suggested practical example, we reverted to the tick in teaching *l*, instead of going straight on from the *r* and instructing the student merely to lengthen the stroke. The reason for formulating our suggestion in this way is that, at each new stage of the learning process, there is a tendency for the student to think "Here is a difficulty." Reversion to the common and analogous experience of easy, effortless movement helps to eliminate this sense of difficulty, to give the student confidence in his ability to do what is required, and to break down the inhibition created by the thought, "This is 'Shorthand'; this is something hard; I'm afraid I may not be able to do this."



Objectives in the Teaching of Commercial Subjects

(Concluded from page 342)

compliment when her work merited it, and none resented adverse criticism when given in a kindly manner. In fact, they preferred that their employers tell them of their deficiencies so that they might try to eliminate them if possible.

(14) The requirements of employers concerning their employes seemed to be universal. Some of the outstanding ones were sincerity, loyalty, willingness to cooperate, a cheerful disposition, a pleasing personality, neatness in appearance, accuracy in their work, and the ability to assume the responsibility required in their particular situation. Compare these requirements with what has been said concerning the things that employes wish they had learned, and see if you do not feel that they

are making an effort to meet the demands of the business world.

(15) Shall we set up certain objectives in our teaching of commercial subjects in high school? Yes. This is a changing world, but, after all, do we not find that the fundamentals in our work have always existed? The business world has always demanded dependable, sincere, honest, and capable workers, and we can rest assured that such requirements will continue to exist, regardless of the many changes that may take place in the future.

The higher our ideals, and the more we can make our pupils feel the responsibility of doing their very best, the more successful we shall be at turning out workers who will be a credit to their profession.



More Digests of Recent State Meetings

(Concluded from page 350)

Roy McPherson, Texas State College for Women, Denton—CORRELATION OF COMMERCIAL AND OTHER SUBJECTS.

New Officers:

CHAIRMAN: Paul Atkins, Covington, Oklahoma
SECRETARY: Emma Jane Spurlock, Senior High School, Tulsa, Oklahoma

Afternoon Session

Speakers:

Warner H. Hord, Central State Teachers College, Edmond—COMMERCIAL EDUCATION AS TRAINING FOR

LEADERSHIP; J. F. Sherwood, South-Western Publishing Company, Cincinnati, Ohio—TRENDS IN BUSINESS; Goldena M. Fisher, The Gregg Publishing Company, Chicago, Illinois—WHAT THE NEW SHORTHAND PROGRAM IS DOING; Roy McPherson, Texas State College for Women, Denton—THE TEACHING OF TYPEWRITING; Harry C. Spillman, Education Director, The Gregg Publishing Company, New York City—GREETINGS.

New Officers:

CHAIRMAN: Vera Neel, Central High School, Oklahoma City
SECRETARY: Ralph V. Miller, High School, Enid

Teachers' Certificates

SINCE the last list was printed the following teachers have been granted certificates:

- Esther Abbott,* Arkansas City, Kansas
 Ruth H. Andersen, Portland, Oregon
 Clara Armstrong, Swift Current, Saskatchewan, Canada
 Helen Asbury,* Montezuma, Indiana
 Sister M. Assumpta,* Aurora, Illinois
 Sister Mary Audrey, St. Louis, Missouri
 Alfred Aycock, San Antonio, Texas
 Mrs. Ethel M. Banta, Sacramento, California
 Sister Mary Bartella,* Chicago, Illinois
 Lena Baumgart,* Franklin, Indiana
 Mildred Baver,* Miamisburg, Ohio
 Herbert J. Beach, Springfield, Ohio
 Sister M. Beatrice-Emma, St. Hyacinthe, Quebec, Canada
 Fern Beck,* Greencastle, Indiana
 Edward W. Bilash, Springfield, Massachusetts
 Helen Billy,* Clairton, Pennsylvania
 Harry Blanchette, Jr., Springfield, Massachusetts
 Adwiga E. Donbrow, Springfield, Massachusetts
 Harriet Teresa Dow, Winlock, Washington
 Marcus L. Dreesman, George, Iowa
 Lena Curtis Drondoski, Easthampton, Massachusetts
 Harlan L. Dyer, Bangor, Maine
 Vinton J. Dyer, Auburn, Maine
 Bea Ellis,* Jacksonville, Illinois
 Edward E. Evans, Springfield, Massachusetts
 Jane Everett,* Albion, Iowa
 Joe Harold Farmer, Fort Worth, Texas
 Frances K. Farrar, Paris, Tennessee
 Beatrice E. Fitzroy, Springfield, Massachusetts
 Doris M. Fletcher, Springfield, Massachusetts
 Mrs. Grace M. Fogg, Forrest City, Arkansas
 Elsie Forman,* Cleveland, Ohio
 Sister M. Peter Fourier, St. Louis, Missouri
 Helen M. Francesconi, Springfield, Massachusetts
 Alfred George Franz, New York, New York
 Marlys Leone Huyck, Toledo, Iowa
 Mrs. Anna Campbell Jarrell, Nashville, Tennessee
 Lola Jennings, Kent, Illinois
 Loretta Justina Jette, Springfield, Massachusetts
 Emma Wilvian Jewell, Seattle, Washington
 Dorothy L. Johnson, Springfield, Massachusetts
 Margaret Johnson, Fortville, Indiana
 Bessie Johnston, Superior, Wisconsin
 Martha I. Jordan, Portland, Maine
 Jacqueline Jeanette Johnston, Billings, Montana
 Sister Mary Joselyn, St. Louis, Missouri
 Klara Kallista, Springfield, Massachusetts
 Frances M. Kallias, Springfield, Massachusetts
 Agnes Kean,* St. Paul, Minnesota
 Dean Kean,* St. Paul, Minnesota
 Anna M. Kelly, Springfield, Massachusetts
 Marion Elizabeth Kerr, Springfield, Massachusetts
 Hazel Kevill,* Oshkosh, Wisconsin
 Ann Bertille Kiely, Springfield, Massachusetts
 Anna J. King, Brattleboro, Vermont
 Alma I. Kirkpatrick, Portland, Maine
 Ruth Knutsen,* Chicago, Illinois
 Alice E. LaBelle, Brattleboro, Vermont
 Juliette Hazel LaBelle, Manchester, New Hampshire
 Alma E. Kusnick, Springfield, Massachusetts
 Constance Lathrop, Springfield, Massachusetts
 Catherine Leahy, Springfield, Massachusetts
 Sister M. Stanislaus Lee, San Antonio, Texas
 Theresa M. Levidge, Palmer, Massachusetts
 Margaret Jane Leydet, Springfield, Massachusetts
 Adelaide L. Libby, Auburn, Maine
 Emma E. Libby, Springfield, Massachusetts
 Carolyn K. Lidleker,* Delafield, Wisconsin
 Axie L. Lillibridge, Manchester, Iowa
 Elizabeth Shaw Lynch, Portland, Maine
 Eleanor Lyons, Brattleboro, Vermont
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 Sister Mary Malchy, St. Louis, Missouri
 Rev. Sister Mary, St. Louis, Missouri
 Sister Clement Marie, St. Louis, Missouri
 Maria Marti, Jayuya, Porto Rico
 Anna Matis,* Little Falls, New York
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